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ABSTRACT

Based on collaboration efforts in Akron, Ohio, this manual is designed to help interested communities implement or expand collaboration of career education among the formal education system, the home-family structure, business, labor, industry, government, the professions, service organizations, and others. Topics discussed include the following: background information about career education, including history and collaboration in career education; the career education concept in Akron; collaboration in Akron; inservice programs, including university involvement, workshops, seminars, and program development; collaboration in national programs (Exploring--Boy Scouts of America, Project Business, Vocational Exploration Program, and Youth Motivational Task Force); collaboration in local programs of national organizations; collaboration in Akron programs for elementary and secondary schools; collaboration with parents; collaboration to make speakers and field trips contribute to effective career development; preparation and placement; and evaluation in career education. A bibliography and listings of contributors and collaborating agencies are appended. (TA)

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FLIGHT PLAN: TOWARD A CAREER CHOICE

School and Community as Co-Pilots of Career Education

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for
The U. S. Department of Health, Education and Welfare
Office of Education
Office of Career Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Published 1977

FOREWORD

The concept of Career Education was first integrated with the curriculum of some Akron Public Schools in 1970. By the 1976-1977 school year, it was associated with three of nine senior high schools, as well as with the feeder elementary and junior high schools in two of those senior high school districts.

Throughout its existence, the Career Education Program in Akron schools has had the committed support of Conrad C. Ott, Superintendent of the Akron Public Schools; Dr. Lloyd W. Dull, former Assistant Superintendent for Curriculum and Instruction; and Dr. James E. Ervin, present Assistant Superintendent for Curriculum and Instruction.

In its collaborative activities, the Career Education Program in Akron has been able to build upon a long-standing foundation of good will among schools, homes, and the economic structure of the community.

During the 1976-1977 school year, that collaboration was developed further under a federal contract from the U.S. Office of Education to the Akron Public Schools and the Akron Regional Development Board.

C. Colmery Gibson, former Executive Director of the Akron Regional Development Board, and John L. Feudner, Jr., present Executive Director of the Akron Regional Development Board, performed valuable services in the application for, and the implementation of, the federal contract.

Coordination of collaborative activities under the terms of the federal contract was the responsibility of Jerry M. Ryan, Career Education staff member, and Paul C. Livick, Akron Regional Development Board staff member.

One of the contract responsibilities was the publication of this manual. Many persons in the community have contributed information and suggestions for it, and their names are listed under "Contributors".

Special acknowledgement is due to Dr. William Nemec, Assistant Professor of Education and Coordinator of Career Education Workshops, The University of Akron, for material and organizational ideas; to Terry Newell, Project Director, Division of Career Education Programs, U.S. Department of Health, Education and Welfare, for guidance and direction; and to Sharon L. Rankin of the Akron Regional Development Board for preparation of the typescript for this manual.

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Introduction

A basic concept of Career Education is collaboration among the formal education system, the home-family structure, and all parts of the working community: business, labor, industry, government, professions, service organizations, and others.

The purpose of such collaboration is to help students see the relevance of their school work and to meet their individual career goals within the realistic framework of employment opportunities in the local community and beyond.

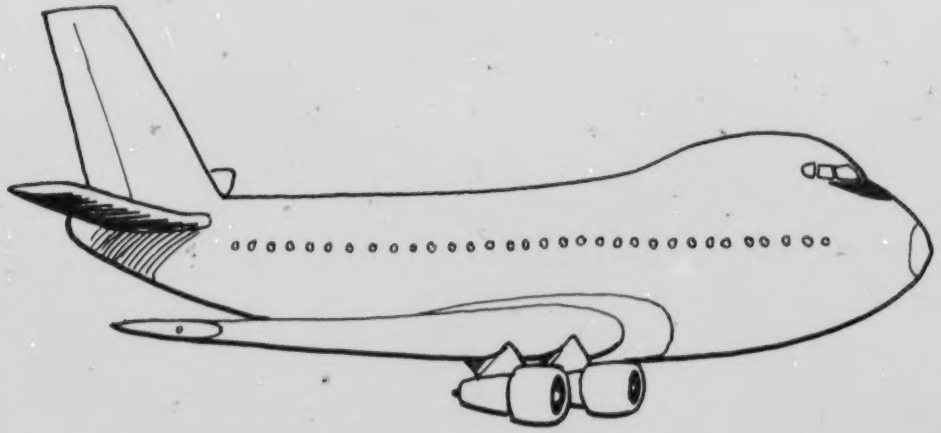
This manual is based on Akron's past and present collaboration efforts. The aim of the manual is to help interested communities implement or expand their own collaborative programs in Career Education. To that end, summaries of basic information about Career Education and descriptions of specific activities and procedures are included.

The Table of Contents, as well as cross references within the text, direct readers to subjects of particular interest to them.

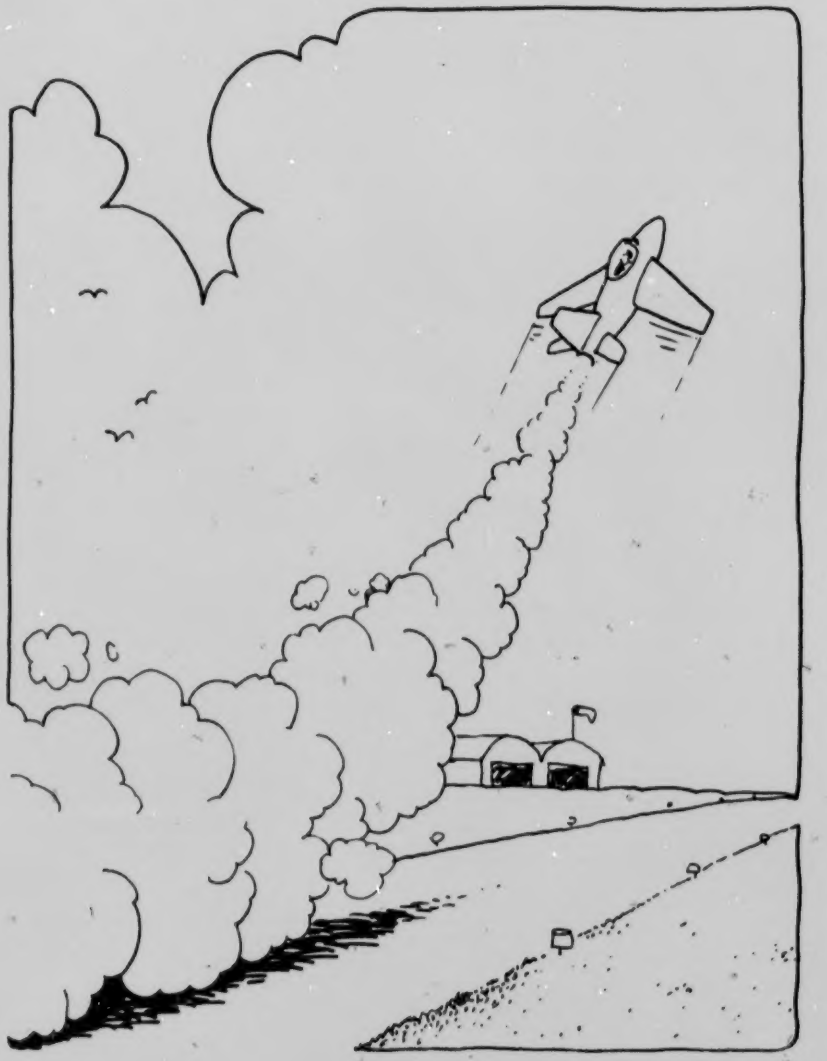
It is hoped that other localities can use this manual as they integrate their own unique resources into a collaborative program that will better prepare students to make the transition from the world of school to the world of work.

GETTING OFF THE GROUND

How can a collaborative program in Career Education begin? What preparations are necessary? The ideas presented on the following pages and in a later section, "Collaboration in Akron," are those of local people involved in the process. They are offered in the hope that they will be useful for adaptation elsewhere.



Getting Off the Ground



Is This Flight Necessary?

Why should employers and the community-at-large collaborate with schools in helping young persons relate education to work?

Basically, the answer is that the whole society benefits when workers have the preparation to become well-adjusted, knowledgeable, and productive members of a community.

That preparation cannot be done by schools alone. If it is to be realistic and practical, those in the workaday world outside the school must give students the benefit of their experience and knowledge.

How is work related to life style? What are the advantages and disadvantages of various types of work? What is a day on the job really like? How does one prepare for a career?

What is on the employment horizon? What prospects are visible for students who will be graduating in the next few years?

What is the local situation? How does it compare with the national "weather map"? Are specific conditions within the local community changing the supply-demand situation in the local job market?

Genuinely helpful and up-to-date answers to such questions can best come from those who are in the work sector.

Therefore, in order to help students make a successful transition from school to work, a Career Education program, which includes collaboration between schools and all sectors of the working community, is necessary.

Fuel Supply

A plane cannot get off the ground without fuel, and the fuel for a successful collaboration effort is a serious commitment by education and the community to apply their financial, physical, and personnel resources to complete the flight plan. If the commitment is superficial, then the collaboration will be short lived.

Finding the School Pilot

Once the decision has been made that the school system will be involved in a collaborative program of Career Development, program leadership for that effort must emerge.

An educator who can bring about change is the person to head the program. Commitment to the concepts of Career Education must also be a prime qualification for choosing that person. Training in the area of guidance and counseling provides valuable skill for the development of a Career Education program. Knowledge of curriculum and the total educational philosophy of the school system are other important assets.

If these qualifications are found in a staff member who is also active in community organizations or who has a strong work experience background, that person is a logical choice for program leadership.

School Ground Crew

A successful flight must begin with a capable ground crew working as a team. All departments of the school staff must be involved as participants in a collaborative Career Development program.

Curriculum specialists, guidance counselors, vocational educators, academic teachers, administrators, and special program leaders - all these must identify their needs and goals which relate to Career Education and which must be responded to in the implementation of a collaborative program.

It will be helpful if these needs and goals can be jointly refined and finally determined by interaction between school people and representatives of various community sectors.

Training for Collaboration - School Personnel

In-service training for all members of the school staff is essential. Initial training sessions must be used to develop an awareness of what Career Education is and to demonstrate that community resources must be part of a well-balanced Career Education program. After staff members have this awareness, they will be able to see their personal and departmental roles in the program.

These in-service meetings should also be used to establish the communication linkages within the school system that are needed for a successful program. Bringing in community resource persons to help in the planning and implementing of in-service sessions will enhance the possibilities for future success in collaboration.

Moving Toward Collaboration

As suggested above, prerequisites for collaboration in Career Education are that school people have an understanding of the Career Education concept and are communicating among themselves. It will also be helpful if, as previously mentioned, some lines of communication have been established with community persons through their participation in planning and

implementing in-service meetings and in joint school-community determination of program needs and goals for Career Education.

Success in school-community collaboration will also depend a great deal on affirmative answers to these questions:

1. Is the school administration committed to Career Education and does it have the necessary resources - financial, physical, and human - to carry out a meaningful program?

2. Does the school leadership for the program have effective public relations skill?

3. Is there a good existing relationship between the local school system and the community?

Atmospheric Conditions

Collaborative efforts among business, education, industry, labor and other community sectors are not easy to accomplish nor do they occur overnight.

To establish collaboration, certain characteristics should prevail in a community. If not all of them are present, step-by-step development of collaborative programs in Career Education can help to bring them about. The proviso is that mutual respect for the viewpoints of all parties involved be displayed in each step of the collaborative process.

The following are the desirable community characteristics for successful collaboration:

pride in the school system and confidence in its administration;

students who reflect credit on the school system;

past community-wide support for the total school system and other evidence of allegiance to the community and its welfare;

confidence on the part of business, labor, industries, and other segments of the community that they have a voice in educational policy and will be listened to;

actual financial support to the schools for various efforts;

evidence that key business, labor, and other community representatives are willing to provide time for personnel to work with schools in improving educational services;

some previous experience in working together on a number of projects.

Enlisting the Co-Pilots

Initiative for collaboration may come from the schools, or it may come from one or more community organizations. It may come from both directions. Perhaps a number of community and school programs already exist and could be incorporated in a Career Education program. Each community has its own unique situation that will necessarily serve as the place to begin.

If the formal organization of a Career Education program has begun with the schools, the following suggestions may be useful in undertaking collaboration with the community:

Make direct contact with the organizations or persons that can rally the leaders of all community segments in support of Career Education. Those organizations and those persons may be different in every community. However, the Chamber of Commerce; civic clubs such as Rotary, Kiwanis, etc.; public agencies; professional associations; local government agencies; as well as individual leaders of business, labor, and industry are all possible starting points.

Inform the community leadership about what Career Education is, what it hopes to accomplish, and why the school system feels it is necessary. Convince them that it has merit and that collaboration will help to fulfill specific objectives in programs related to assisting students in school-to-work transition.

What are methods of informing the community leaders who can make decisions about participation in the program?

- Personal letters can invite them to attend a special program where they will hear presentations on Career Education. Since school board members are also community leaders, they too can be invited.
- Representatives of the school system can ask to speak about Career Education at meetings of community organizations to which they belong, as well as to others whose support is needed.
- Educators can arrange appointments to talk to individual community leaders.
- If Career Education is in operation but needs expansion, community leaders can be invited into classrooms to see demonstrations; once there, they may find themselves drawn into the activities. They may also be invited to attend and to participate in in-service meetings.

Listen attentively to the suggestions and criticisms made by the community leadership and implement their suggestions wherever possible. If schools really want community input and feel that collaboration is necessary, the school system must share decision-making power with community leaders in areas of the latter's expertise.

After obtaining the commitment of community leaders, have them select the key people in their respective organizations who will work with the schools in implementing the Career Education program. After this step, collaboration on specific informational and program activities can begin.

Training for Collaboration - Work Sector Crew

A key factor is an effective on-going program in Career Education is training community participants for the job to be done. Steps in the process are:

- developing an awareness of what Career Education is;
- determining the needs and goals of their organizations for Career Education;
- outlining how the work of their organizations can be related to school curriculum;
- developing training programs for community participants in specific Career Education programs.

Developing the Flight Plan

Getting the flight off the ground requires that the co-pilots have an established destination and have selected the route to follow.

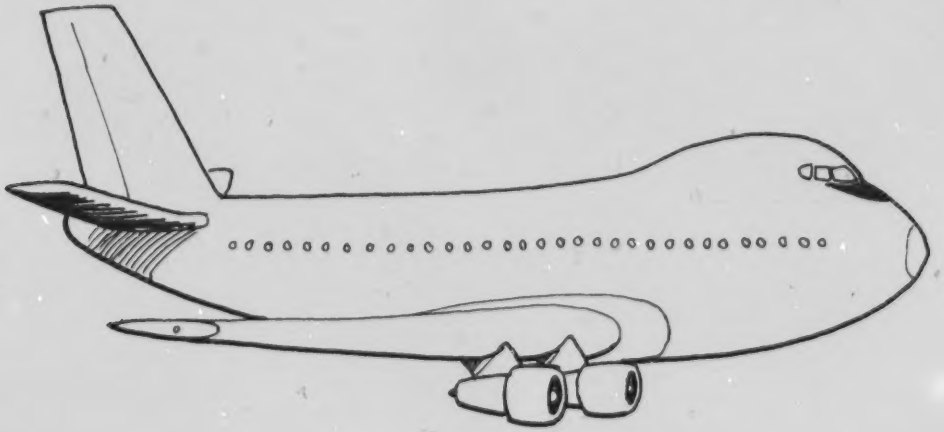
Together they can plan specific objectives and outline the program and activities that will take place. Close cooperation and coordination, as well as mutual sharing of responsibility must prevail.

Major educational objectives for a collaborative Career Development program are not difficult for community participants and educators to agree on. The route to be traveled is dependent on values and objectives of the various participating groups.

All expressed concerns must be responded to, but the biases must be filtered out, if the flight is to remain on course. It is at this point that meaningful collaborative programs can be developed.

WHAT THE CO-PILOTS NEED TO KNOW

For the benefit of those new to Career Education, the following pages give summaries of information on what it's all about.



About the History of Career Education

The term "Career Education" came into general use following a speech by Sidney P. Marland, Jr., then Commissioner of Education, during a meeting of the National Association of Secondary School Principals in Houston, Texas on January 21, 1971.

It is generally agreed that Marland's speech, which called for Career Education as a policy for educational reform, did not advance a totally new idea. In a later lecture, Marland mentioned precedents for the concept:

> "Since the earliest days, our country has given high priority to providing education for the people, and to making it useful. The primary aim of these first colleges in the 17th and 18th centuries was not necessarily to increase the continental stock of cultivated men, but rather to supply its particular region with knowledgeable ministers, lawyers, doctors, merchants, and political leaders....
>
> "The two complementary threads, academic and occupational, were articulated and wedded by the philosophy of the Morrill Act which set in place our great land grant university structure." (Career Education: Retrospect and Prospect, by Sidney P. Marland, Jr., pages 5-6.)

What Marland's 1971 speech did, however, was to summarize a growing demand, especially during the 1960's, to reunite the academic and occupational segments of education which had become separated over the years. Indeed, in some states Career Education, without the title, had begun before 1971.

Marland himself feels that the "birth" of the current Career Education efforts occurred at a meeting of the Chief State School Officers in June, 1971. At that time, he proposed that nine million dollars, available for discretionary use by states for vocational educational development, be used for Career Education models. If this idea were adopted, he then would provide another nine million dollars, available for his discretionary use in support of educational projects, to match the state expenditures for their Career Education models. It was agreed to carry out this proposal.

General guidelines for these Career Education models called for:

- strong emphasis on guidance and counseling of students;
- programs to increase self-awareness, career awareness, career orientation, career exploration, career preparation;
- efforts to place students in jobs or extended education after leaving secondary school.

In addition to these beginnings, by 1972 a number of school districts had begun Career Education without state or federal funding.

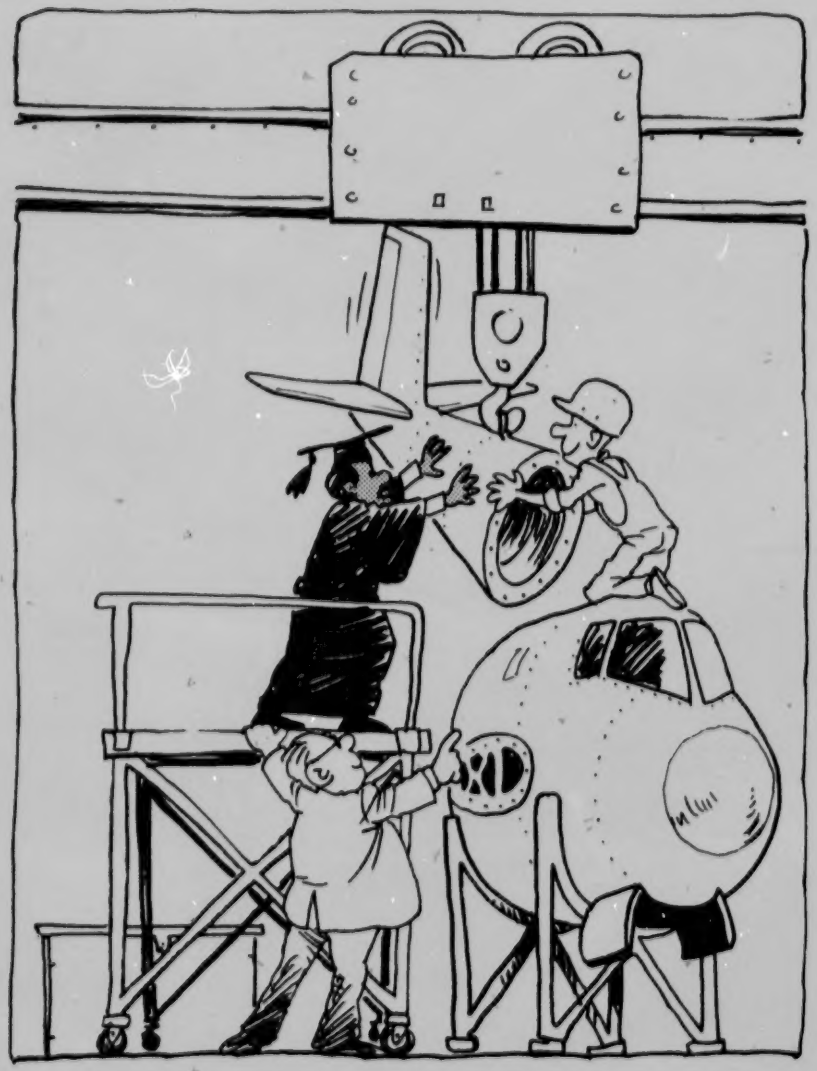
In June, 1972, Congress passed the Education Amendments of 1972, which included a Part B. Occupational Education. Among the planning activities provided for was:

> "...the development of a long-range strategy for infusing occupational education (including general orientation counseling and guidance, and placement either in a job or in post secondary occupational programs) into elementary and secondary schools on an equal footing with traditional academic education, to the end that every child who leaves secondary school is prepared either to enter productive employment or to undertake additional education at the post secondary level but without being forced prematurely to make an irrevocable commitment to a particular educational or occupational choice." (Career Education: Retrospect and Prospect, by Sidney P. Marland, Jr., page 9.)

The first legislative use of the term, "Career Education", was in the Education Amendments of 1974. This law also provided the first authorization of money ($15,000,000.00) specifically for Career Education. It established an Office of Career Education, a Director for that office, and an Advisory Council on Career Education. It directed that funds be used for further planning and development activities as well as a survey of current programs in Career Education.

Although federal encouragement and money has greatly increased interest and activity in Career Education, no massive, general funding of Career Education programs throughout the country has been authorized. Nevertheless, by 1975 over 5,000 districts were conducting Career Education programs; yet only 500 of 17,000 districts had received federal funds for experimentation.

About the Continuing Demand for Career Education



Interest in Career Education is growing. Programs are increasing. Why? Because Career Education is seen as one approach toward lessening certain educational and social concerns. Among these concerns are the following:

motivating students to acquire mastery of basic skills needed for competence and adaptability, not only in today's world, but also in a changing society and employment picture;

fostering other skills which are as important as technical ones in producing success and satisfaction on the job: skills in job getting, job holding, self understanding, human relations, and decision making;

reducing the anxiety of career choice by giving help to students, throughout their school careers, in learning about and preparing for the world of work;

making education more relevant by helping students understand how current study may be related to possible career choices;

minimizing the separation of youth from adult society and maximizing contacts between young people and adults in the community;

reducing the segregation of students into college preparatory, vocational and general "tracks";

equalizing attention to the future plans of those who do not wish to go to college and of those who do;

inducing a flexibility in course requirements which will permit students to choose more courses in line with their own interests and goals;

meeting demands of parents and students for more guidance in making career choices and for more direct preparation for chosen careers;

providing information, as realistic as possible, about local as well as general employment opportunities when the students will be entering upon full-time work;

informing students about the various kinds of post high school training and education, and helping them to decide on the education appropriate for their career plans;

decreasing stereotyped ideas about men's and women's work roles and giving information about broadened opportunities for women;

making minority students aware of expanded opportunities and providing instruction that will motivate them to acquire the education appropriate for their career aspirations;

providing needed help in career decision making and planning for such special groups as the handicapped, those with low income backgrounds, the talented and gifted.

making students aware of education as a lifelong process and motivating them to take advantage of expanding programs in continuing and recurrent education;

encouraging thought directed toward engaging in productive work during leisure time and upon retirement.

About Career Education: What It Is

Career Education may be defined as

all the studies, activities and experiences through which the individual learns about work as part of living.

a way of educating that fuses those facts, concepts and skills relating to career choice and career preparation with existing school subjects and programs.

As a broad educational approach, Career Education

is a continuing process for all persons from childhood through adult years.

involves all learners, whatever their hopes, interests, and abilities.

depends heavily on the infusion of community resources into the learning process through collaborative efforts of parents, business, industry, labor, and other segments of the working world.

defines work as including unpaid as well as paid employment, work of the student as a learner, volunteer work, homemaking, and work involved in leisure or recreational pursuits.

insists that preparation for work is a major goal for all learners throughout their school experience.

emphasizes the right to choose the area of work, whether traditional or non-traditional, in which the individual desires to find occupations during the life span.

helps learners prepare for the totality of work they may do in their lifetime, not just for further education or a particular occupation.

encourages individuals to value work, to gain the skills necessary for work, to engage in work that is productive and beneficial.

emphasizes connections between subject matter and careers, in order to provide links between what is done in school and in the world outside.

demands that teachers, counselors and administrators receive training in how to improve effective instruction and guidance in Career Education.

Career Education seeks for the individual

a sense of personal worth and of direction for life.

integration of work values with personal values leading to choice of a desirable life style.

understanding of the working world, of the range of careers within it, and of the interdependence of all workers.

the learning of

basic academic skills;
good work attitutes;
realistic self-understanding;
decision-making abilities;
job-seeking, job-getting, and job-keeping skills;
preparation for entry-level occupations, up to and including professional ones.

realization that education and career development continue through life as interests change and conditions in society change.

ability to apply decision-making skills, not only in situations involving promotion or change in occupation, but in other life situations as well.

desire to contribute to the community as a responsible citizen and as both producer and consumer of goods and services.

Career Education aims to provide an education that will

guide learners through the career development process as a part of human development into mature adults.

increase student desire to learn and to achieve and decrease problems resulting from apathy and underachievement.

encourage students to take an active interest in learning.

reunify vocational and academic education for the benefit of all learners.

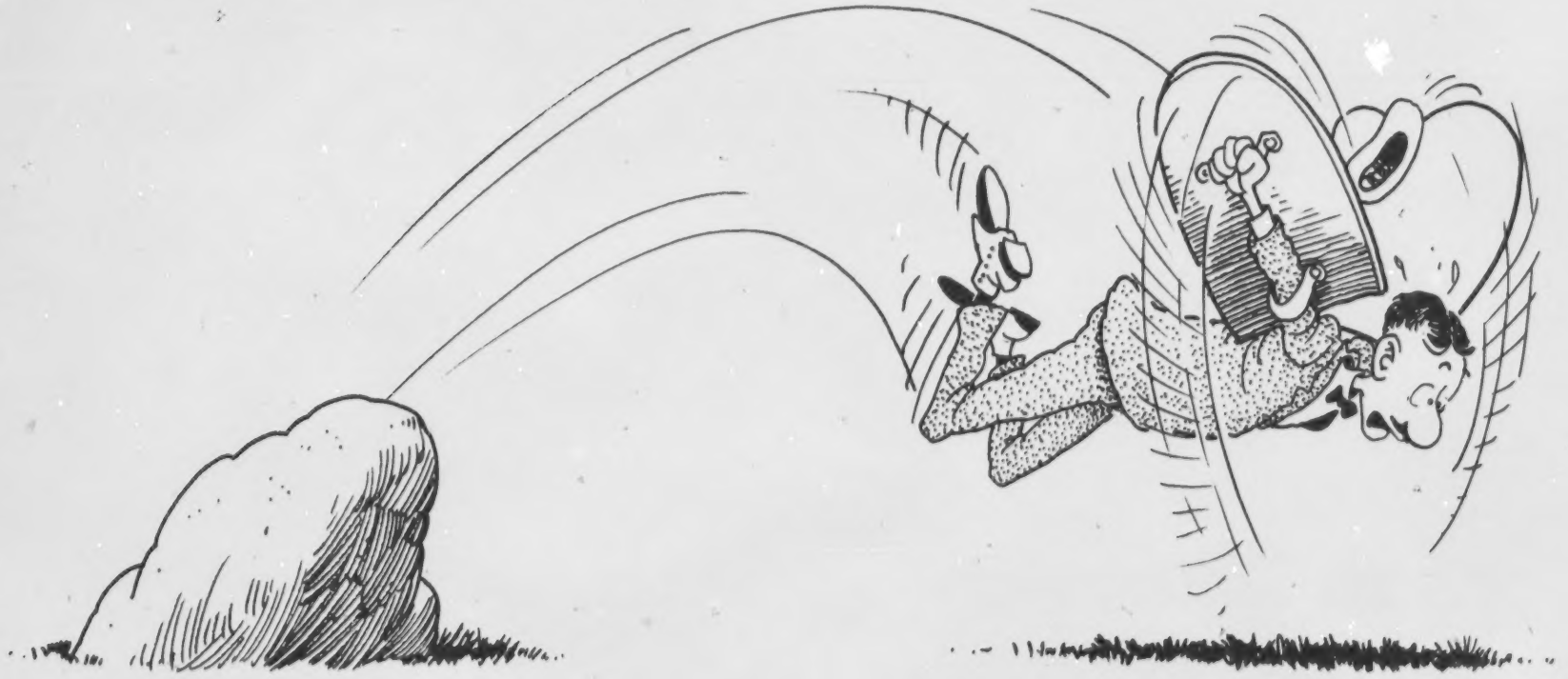
enable learners to understand the principles of our economic system and their relationship to it.

assist learners to make and carry out occupational and work choices that are both realistic and satisfying to them.

insure greater continuity between the worlds of schooling and working and, therefore, a smoother transition of the learners in moving from one to the other.

result in adaptability to changes in employment and in society.

About Career Education: What It Is Not



Career Education

is not a concept so poorly defined that it cannot be effectively carried out; instead it ..... allows for initiative and creativity by the many state and local school systems which are implementing the concept.

is not a temporarily fashionable panacea for educational shortcomings; instead it ..... is a growing, not a declining, trend in education which is being followed in almost one-third of the nation's school districts, but which makes no claim to cure all problems in educating youth.

is not a dual system of education requiring additional buildings and a great deal of additional equipment; instead it	calls for collaboration of the existing education system with all segments of the community in meeting the needs of young people.
is not a separate school subject; instead it	seeks to link established subject matter with career preparation wherever appropriate.
is not just information about jobs; instead it	is a process in human development that proceeds by stages and that includes information about jobs only as part of the process, when appropriate to the students' level of maturity.
is not an effort to track students, especially minority persons and females, by forcing early occupational choices; instead it	postpones work decisions until all students know themselves, the range of occupations, and decision-making skills well enough to make wise choices.
is not a concept that will undermine development of basic skills in reading, writing, communication, and computation; instead it	aims to emphasize the importance of basic skills in occupations, and, therefore, to motivate students to achieve greater competence in them.
is not a decreased attention to curriculum content; instead it	tries to show relevance of academic subjects to career needs.
is not another name for vocational education, which is concerned with a particular group of students learning specific skills for paid jobs through specialized programs; instead it	sees vocational education as one part of Career Education, which helps all students in their regular subject classes to acquire adaptability skills, decision-making abilities and knowledge as preparation for paid and unpaid employment.

is not only a concern with filling jobs that will meet the needs of the business and industrial structure; instead it	views this as only one outcome of familiarizing students with the full range of occupations, in order that they may choose what will meet their human need for work that is purposeful, satisfying, and respected.
is not an attempt to provide every student with marketable skills upon leaving high school; instead it	seeks to provide students with such skills whenever they leave the formal education system, whether before graduating from high school or after completing a postgraduate program in a college or university.
is not an attempt to reduce college and university enrollment; instead it	emphasizes the free choice of individuals to seek, or not to seek, from the variety of postsecondary institutions the education appropriate to their needs.
is not an effort to reduce students' aspirations, or, conversely, to raise expectations beyond abilities; instead it	aims so to increase students' understanding of self and of occupational alternatives that they are capable of making wise choices suited to their abilities and interests.

About Collaboration in Career Education

45

Collaboration means the processes by which school, employers, labor, the home and family, and the community-at-large act together in relating education with work.

In carrying out particular programs in Career Education to acquaint students with the working world, all parties involved must share in making decisions about objectives, procedures, and evaluation.

The need for collaboration is most clearly seen at the point where young people change from a life style dominated by the requirements of a formal education to one dominated by the expectations within a work place.

However, efforts to collaborate in this transition can and should start well in advance of graduation, or other kind of exit, from the education system. In Career Education programs, these efforts begin when schooling begins.

The following are some ways in which this collaboration can take place.

In carrying out collaboration, the **family and home** can

motivate children's learning because evidence shows a strong connection between student achievement in basic skills and parental influence.

serve as the student's first source of information about career descriptions, demands, and qualifications.

discuss work experiences with children: positive as well as negative aspects of current job; how it was obtained; changes in jobs; job aspirations; what might be done differently in job selection and preparation; desirable alternative jobs.

relate work in and outside the home to home maintenance and family support.

reinforce the work of the school in developing good work habits by relating them to children's household duties.

encourage children to take advantage of school programs to enlarge their career awareness and knowledge.

be willing to serve on an advisory committee, or other policy group, for Career Education.

serve as resource persons to talk about job experiences in the classroom.

help to arrange for school visits to places of employment.

encourage other parents to speak about their careers in the classroom and to arrange school visits to their places of employment.

volunteer to accompany students on field trips or other exploratory experiences.

obtain and use information from the state and federal government, as well as college and/or university, about financial aid programs for advanced education, if appropriate for children in the family.

teach "mini courses" on hobby skills or on community organizations that need volunteer help; the purposes would be to encourage worthy use of leisure time as well as to orient students to possible careers.

In carrying out collaboration, **business, labor, industry, government, social services** can

establish a community-education council to discuss, formulate, and implement policies with regard to collaboration; committees, each representing schools and a segment of the working community, can also be formed to work on specific programs.

provide up-to-date information about available community field trip observation sites and classroom speakers; participate in evaluation of field trips and speaking engagements.

supply schools with information about careers in, and the work of, their respective organizations by means of films, filmstrips, brochures, posters, etc.

inform union members and other employees about the nature of Career Education and enlist their help in developing and carrying out activities connected with Career Education.

set up a system for contacting labor union officials and members to facilitate their participation in various phases of Career Education.

identify a corps of personnel officers to aid school counselors in orienting students to realities in the world of work as well as to postsecondary education and training opportunities.

participate in in-service programs for school personnel.

provide opportunities for teachers, counselors, and other educators to observe and/or participate in various kinds of occupations by means of workshops during vacation periods.

organize work-exchange programs for limited periods of time, during which school employees and persons from a variety of employment sites in the community exchange work roles.

share techniques and methodology used for training in proprietary, in-house, and union workshop programs.

study selected persons in various occupations, perhaps by using Social Security records, to determine what kind of preparation is most contributory to job success and satisfaction.

make realistic definitions of requirements for jobs available in the community and communicate these to educators and students.

develop policies on, and opportunities for, student work experiences which are part of their school programs and which do not cause displacement of adult workers.

make an inventory of part-time jobs available locally for students in various age groups.

organize a system for providing students and parents with information concerning present and future manpower needs in various full-time occupations and the number of persons preparing for such occupations, especially at the local level.

coordinate job placement services in the community, together with follow-up procedures.

In carrying out collaboration, the **school system** can

support the fusion of Career Education with the existing curriculum.

give parents, students, teachers, and counselors a role in deciding how to put Career Education into practice.

recognize that helping students with career planning is an important part of the schools' counseling function.

emphasize the need for taking an interest in students' plans for their future.

encourage the use of community resources to supplement Career Education in the school.

help students to regard school as their present work place and find ways to increase in students a sense of accomplishment and satisfaction in their school work.

emphasize good work habits in the classroom: starting on time, cooperating with others, doing one's best, finishing assignments.

show the importance of relating knowledge of self to opportunities in the world of work.

point out career implications of subject matter wherever possible.

give instruction in job-seeking, job-getting, and job-holding skills.

use community resource persons, programs, and facilities to expand opportunities for learning about careers and how to qualify for them; establish a system that will prevent overuse of particular resources.

furnish community persons with information concerning Career Education and how to relate to students of various age levels.

provide students with entry-level skills for advanced education or for jobs not requiring additional training.

aid students to develop decision-making and adaptability skills.

develop job placement services and coordinate them with those existing in the community.

inform students and parents about alternative choices for postsecondary education and training and about resources for financial assistance.

In carrying out collaboration, institutions for **teacher education** can

organize early exploration experiences for entering students to help them ascertain whether or not the education field is an appropriate career choice for them.

include Career Education objectives in all education courses.

establish for prospective and practicing teachers a credit course that will make them familiar with Career Education concepts and equipped with techniques to relate these concepts to instructional goals for students of varying abilities.

require that prospective teachers observe Career Education programs in schools of the community.

encourage prospective teachers to gain work experience other than teaching, or at least to make observations of work places in the community.

make prospective teachers familiar with sources of information about the range of occupations available in the working world and about projections concerning present and future needs for various kinds of workers.

use community resource persons as guest lecturers to expand the knowledge of prospective teachers concerning the world of work.

arrange in-service workshops for experienced teachers to provide: understanding of Career Education concepts; information about useful techniques and materials; knowledge of work other than teaching; advice on relating subject matter to preparation for careers and other aspects of life outside the classroom.

assist local school districts in planning and conducting workshops and arranging procedures for participants to receive graduate and undergraduate credit.

do research and development on the Career Development process, materials and techniques for instruction in Career Education, analysis and evaluation of Career Education programs.

In carrying out collaboration, **higher education** in general can

counsel entering students about their career plans.

operate resource centers containing occupational information for those who have not previously become acquainted with the sources of such information.

accept preparation for work as a major goal of higher education.

provide remedial instruction in basic skills for those students of whatever age who may need it.

blend occupational training with general education; extend professional preparation downward into the undergraduate level and liberal arts courses upward into the graduate level.

teach to show relationship of subject matter to useful purposes wherever possible, rather than to assume student perception of the relationship.

arrange work-study programs in which students will earn credit for work in a job related to the field of their career preparation.

offer subbaccalaureate courses combining occupational training with academic subjects.

accommodate employed persons who wish to take career-related courses.

use representatives from community businesses, organizations, and institutions to help students see relationships between education and work.

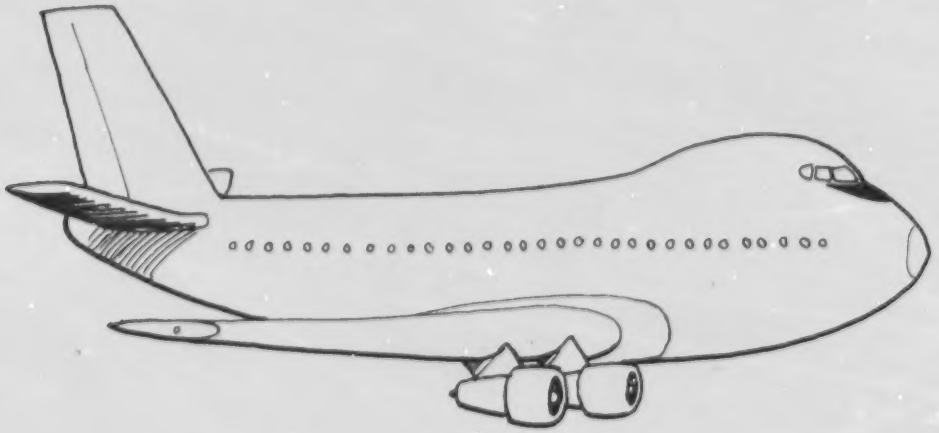
show openness toward teaching qualifications in order to use as teachers those who are competent to share practical knowledge and skills.

expand and publicize college placement facilities.

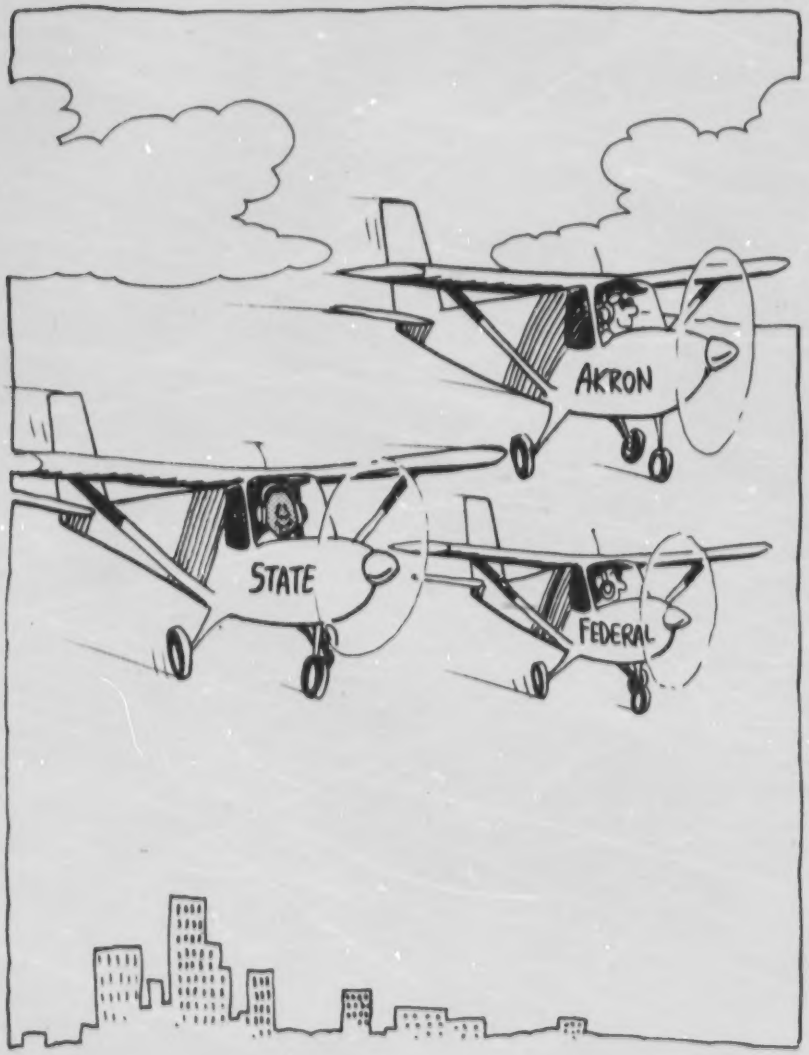
AKRON'S FLIGHT PLAN

The remainder of this manual describes one community's experience in Career Education.

On the pages immediately following are general descriptions of the program in Akron: philosophy, management, and structure. It is hoped that this information will help others in developing or expanding their programs in Career Education.



The Career Education Concept in Akron



Akron's Career Education Program is consistent with the philosophies of the national and state models of Career Education.

Thus, the Akron program sees Career Education as stressing the life-relatedness of subject matter; as a tool to help instruction in subjects of the existing curriculum; and as compatible with such other educational goals as curriculum development, staff development by means of in-service training, and involvement with the community through collaboration activities.

Some Akron Public Schools have been part of Ohio's program in Career Education from its beginnings and during its expansion.

Career Education in Ohio was initiated in 1970. Following recommendations of a 1968 Governor's Task Force, the Ohio Department of Education's Division of Vocational Education provided leadership and financial support for the initiation of six Career Education programs in Ohio.

During the 1976-1977 school year, Ohio had funded programs in the schools of 32 senior high school districts. Akron had two of them.

In Ohio, Career Education is a comprehensive continuum that combines the efforts of school, home and community and reaches from pre-school through adulthood.

AKRON - OHIO CAREER PROGRAM MODEL

In conformity with the state of Ohio model, Akron's Career Education Program provides for Three Career Development Stages: Career Motivation (K-6), Career Orientation (7-8), and Career Exploration (9-12).

Career experiences during these stages prepare the students to make choices for vocational education, for postsecondary education other than in a four year college, or for study leading to bachelor and advanced degrees in a college or university.

The three stages of Ohio's Career Development Program are defined in the following ways:

Career Motivation (K-6) develops positive attitudes toward task completion, pride in accomplishment, awareness of the variety of workers, the dignity of work, and self worth.

Career Orientation (7-8) emphasizes the wide range of occupations available, worker characteristics, relevance of school subjects to the occupational areas, and self evaluation of interests, aptitudes and abilities.

Career Exploration (9-12) introduces in-depth studies in occupational areas of student choice, actual work experience, and value and interest clarification with a heavy emphasis on decision making.

During all three stages of this program, Seven Developmental Areas are integrated within all segments of the curriculum:

Self - student attitudes, perceptions and self-evaluation of interests, aptitudes, achievements and values.

(For an example of a program emphasizing this area, see Pilot Program in Nontraditional Roles, pages 109-110. This program, in collaboration with the Labor Education Advancement Program of the Urban League, helped junior high students recognize their personal biases. Emphasis was placed on the idea that career choice based on interest and abilities need not be inhibited by sex-role stereotyping. The program brought students into contact with both men and women employed in non-traditional roles.)

Individual and Environment - how the individual relates to the environment; the role each person plays in the home, school, community and work.

(For an example of a program emphasizing this area, see Quaker Square, pages 142-143. This project enabled students to explore the relationship between the needs of individual citizens and the environment of the city. The focus was on the restoration of a building and the careers involved in such a process.)

Education and Training - learning skills, ideas, and appreciations that the invividual needs in order to experience a successful life.

(For an example of a program emphasizing this area, see Youth Motivational Task Force, pages 90-93. This program, in collaboration with the National Alliance of Businessmen, brought over 120 members of the community into ninth grade classrooms to encourage youth to stay in school and to examine and pursue the training needed to achieve a realistic career choice.)

World of Work - work values, the variety and nature of occupations, work families and their interdependence, and methods of studying and classifying occupations.

(For an example of a program emphasizing this area, see World of Work, pages 123-125. In this project, forty Akron students in grades K-12 interacted with employees at fifty job sites within the Firestone Tire and Rubber Co. Using these experiences, the students produced a book containing their perceptions of the varied work within a major corporation. It will serve as a "World of Work" resource for all teachers and students of the Akron schools.

Economics - the individual as both a worker earning income and a consumer spending income; principles of the American economic system and the individual's relation to them.

(For an example of a program emphasizing this area, see What's It Cost, Mister?, pages 131-133. This project, focusing on the energy crisis as a means of learning more about economics, involved sixth grade classes. Scarcity, and the consequent need to stretch limited resources to satisfy unlimited human wants, was one of the economic principles to which students gave their attention.)

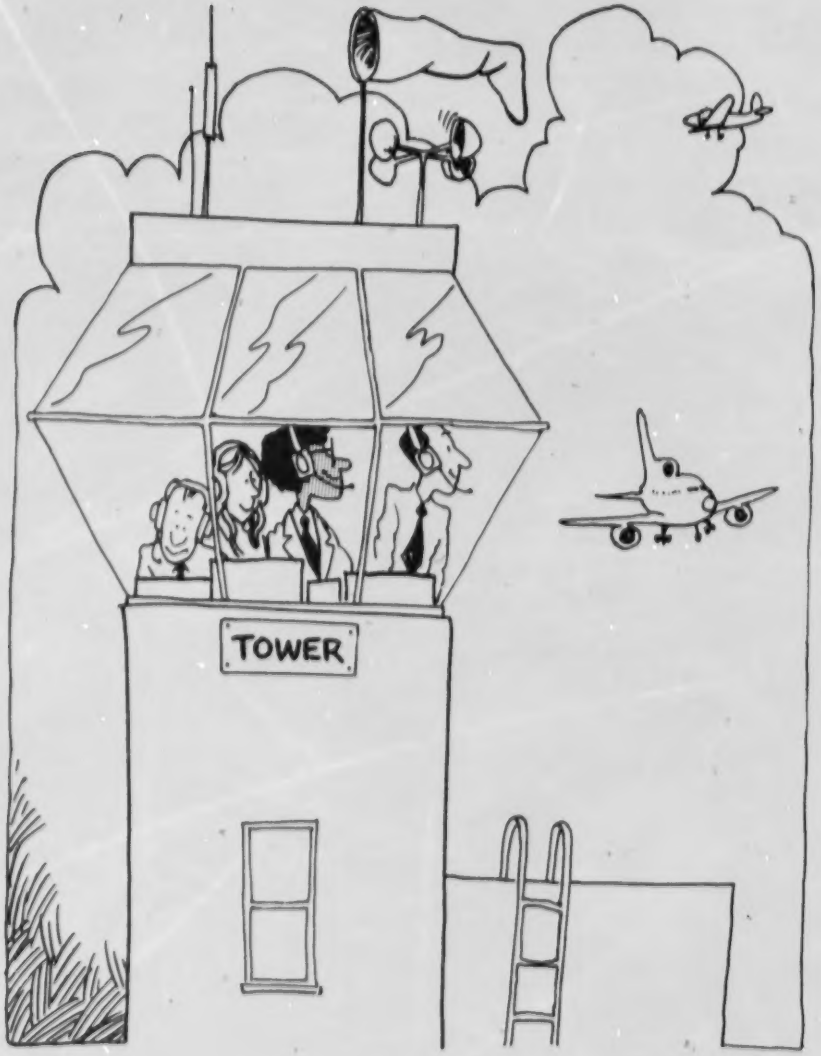
Employability and Work Adjustment - obtaining and holding a job and advancing in a career.

(For an example of a program emphasizing this area, see American Society for Personnel Administration, pages 97-100. This program brings professional personnel workers into the classroom to teach students how to fill out job applications and how to conduct themselves during job interviews.

Decision Making - learning a process that is necessary to all aspects of living, including the choice of a career.

(For an example of a program emphasizing this area, see Exploring, pages 77-82 . This program, in collaboration with the local council of the Boy Scouts of America, involves both male and female students 15 years of age and older. They receive in-depth experiences in career areas of their choice. Such an experience is a vital part of the career decision-making process.)

The Framework for the Akron Career Education Program



A Career Education program can be undertaken by teachers and counselors in a single school setting, even without additional funding from state or federal sources and without additional personnel.

In can begin with those teachers, counselors, and administrators who are committed to the philosophy of the program and who know that there is strong support for schools in their community.

As the program gains momentum, organization of a staff will no doubt become necessary to expand and improve the program. Following is a description of such an organization.

SCOPE OF AKRON PROGRAM

During the 1976-1977 school year, a Career Education staff was fully developed and operational in the two programs funded by the state of Ohio. Included in each were a senior high school and its feeder junior high and elementary schools. In all, 16 schools were involved.

In addition, limited service was provided for other junior high and elementary schools that had been in the program under a previous system of state funding. Staff support was given to the Central-Hower exploratory program as well.

The total staff effort provided Career Education experiences and activities for approximately 16,000 students or one-third of the Akron Public School enrollment.

An office for the Career Program was provided in an annex of the central administrative offices. Staff members were: a director, four secondary coordinators, four elementary coordinators, a secretary to the director, and three paraprofessionals.

AKRON STAFF

Career Program Director

The Director of the Career Education Program reports to the Assistant Superintendent for Curriculum and Instruction; he also works in close cooperation with the Directors of Elementary Education, Secondary Education, Child Study and Guidance, Vocational Education, and Special Education.

He is responsible for the following:

- working with the above departments in curriculum development and implementation of activities;
- directing the Career Education staff in developing programs and carrying out activities;
- developing and working with collaborative programs involving local business, industry, labor, and community agencies;
- acting as advisor to the Akron Regional Development Board Business-Education committee;
- giving leadership for organizing and carrying out in-service programs;
- administering the program budget and submitting proposals for funding;
- conducting evaluation of the total program and the personnel within it;
- disseminating program information to the total school system, business, labor, and the rest of the community.

Career Program Coordinators

During the 1976-1977 school year, a secondary coordinator worked full time as liaison person with the Akron Regional Development Board for expanding collaboration with the community in Career Education. In that capacity, he worked in the following ways:

- representing and explaining Career Education at many and varied meetings: inservice programs; university classes; sessions of local, regional, state, and national organizations;
- chairing a subcommittee of the Akron Regional Development Board's Business-Education Committee;
- identifying appropriate community persons to serve on ARDB subcommittees;
- assisting Career Program coordinators with in-service program development through liaison with the Akron Regional Development Board and The University of Akron;
- maintaining and improving existing collaborative efforts in Career Education and developing new ones with local community resources;
- intensifying efforts to collaborate with labor unions in Career Education;
- developing an instrument to secure information that can aid in job placement for students from the three senior high schools associated with the Career Program.

Other secondary coordinators work with students in junior and senior high schools.

Each elementary coordinator is assigned to work in two or three elementary schools. The number of schools is arranged to correspond to a total enrollment of approximately 1,800-2,000 students.

Both secondary and elementary coordinators have backgrounds in teaching and guidance. Their prime purpose is to give support to teachers, counselors, and principals in their respective buildings. They do this in the following ways:

- working with curriculum specialists and school staffs in fusing Career Education with the existing curriculum;
- helping teachers to develop career-related activities;
- assisting in the selection and distribution of supplemental Career Education materials;
- assuming responsibility for administrative tasks related to planning and scheduling of resource speakers and field observations;
- developing and implementing in-service meetings both at the building and program-wide levels;
- providing leadership for, and serving on, building advisory committees for Career Education;
- working with the building counselor to develop and implement a guidance program as it relates to Career Development, or taking full responsibility for this, if there is no building counselor;
- conducting periodic evaluations of the Career Program as required by the State Department of Education;
- assisting in the coordination of approved new programs related to the concepts of Career Education;
- working with local business, industry, labor, and other community organizations in collaborative efforts for Career Education;
- making presentations to local and other meetings;
- acting as liaison persons between the Career Education office and their respective buildings;

Other Staff Members

The secretary to the director, besides performing the

the usual secretarial duties, also acts as account clerk for the program.

One paraprofessional processes arrangements for field trips and speakers. Two other paraprofessionals also provide support to professional personnel by handling: follow-up correspondence on field trips and speakers; notices; reservations; materials for in-service meetings; loan and return of materials in the Career Education office; sometimes covering classes for teachers on field trips; occasionally driving students to field trips sites and assisting with supervision.

"IN KIND" PROGRAM CONTRIBUTIONS

During the life of the Career Program in Akron, many "in kind" contributions have helped it:

- purchase of materials by the Board of Education;
- payment by the Board of Education of salaries for teachers, counselors, and one paraprofessional in the Central-Hower program (to be described in the next section);
- partial payment of salary for an economic project specialist by a local industry;
- release of employees during the working day by various community organizations and institutions. (These employees serve on committees, on the staffs of various workshops, and in a multitude of programs for students.)

SPECIAL PROGRAM ASPECTS

City-Wide Impact

Much has been done to expand Career Education to all the city schools. Information has been spread primarily by means of workshops; this has been accomplished in ways which do not require the expenditure of state funds.

Cooperation with the Department of Curriculum and Instruction has resulted in activities designed to introduce career information and concepts into the curriculum of all elementary and secondary schools.

Intensified Exploration Experiences

With a combination of state and federal funds, exploratory experiences are being intensified in the two Career Education senior high schools. The program will be developed over a five year period.

Before starting the program, 90 tenth grade student volunteers were recruited at each school. Parental consent was also obtained for the participation of these students in the program. Block scheduling was then arranged for three classes in each high school.

During the first semester of the 1976-1977 school year, orientation and planning meetings were held for the teachers and counselors to be involved.

In each high school, starting in January, 1977, each of the 90 tenth grade students were scheduled into a daily block of three 40-minute periods: social studies; English; and developmental activities in academic skills, careers, or guidance. All students at each school site had the same teachers for social studies and English.

After testing and expression of student preference, exploration of at least three career areas was arranged for each student.

Career exploration takes place during the three-period block of time described above. Students are thus enabled to move into the community and return without the disruption of classes.

Students explored 38 areas from auto body and painting to window display and including skilled trades, business, security, professional, environmental, and recreational careers.

Another advantage of the scheduling arrangement is a greater degree of flexibility in providing for current guidance activities and for implementing the Academic Resource Center component planned for the third year of the program.

The guidance component operates in conjunction with academic work and career exploration. Training of teachers in the use of selected guidance materials, individual counseling, and additional guidance activities are supervised by the grade level counselor, who is a member of the teaching team.

Beginning in the fall of 1977, the program will involve approximately 90 students in each of the three feeder junior high schools.

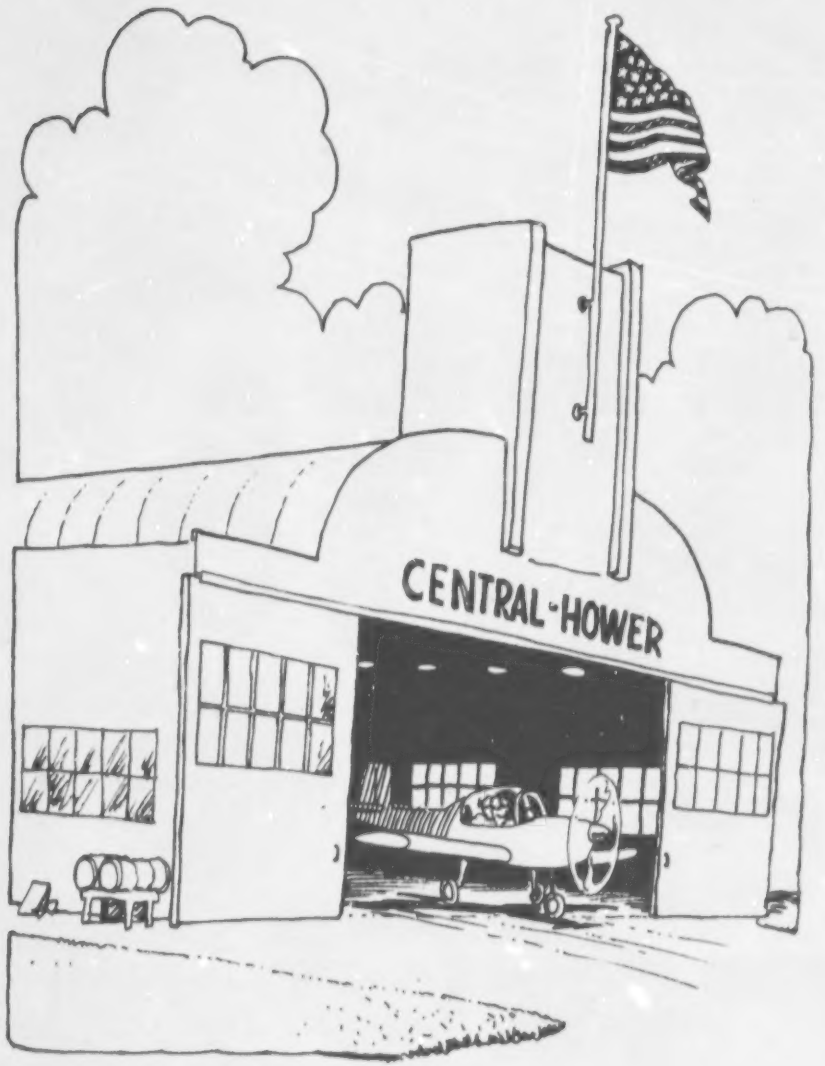
By the fall of 1978, additional students will be included in the ninth grade program in order to reach the goal of involving 20 percent of students enrolled in the three junior high schools.

A goal for the third year is establishment of an Academic Resource Center at each program site. In the Center, each student will receive English and mathematics remediation or enrichment activities as individually prescribed.

Central-Hower Program

A curriculum built around career exploration has been developed and implemented through local support in one Akron senior high school. (This is in addition to the Career Education program funded by the State of Ohio in two other senior high schools.) A description of the Central-Hower program is given on the following pages.

Career Education in One Senior High School



Career Education has been extended beyond grade ten into grades eleven and twelve at Central-Hower High School. It is one of nine senior high schools in the city of Akron.

The entire school program has been built around education for careers in an effort to provide an educational program meeting the demands of today's society.

Students with interests and aptitudes for the professions gain in-depth exposure to those in their fields of interest; at the same time, they pursue a college preparatory program geared to the general educational requirements of their chosen fields.

For other high school students, uncertain of which career area reflects their interests, Central-Hower offers opportunity to explore a number of occupational areas before making their decisions.

The school also serves vocational students, who are developing specific skills for particular occupations.

It is the organization for the non-vocational students which makes this program unique. The students are enrolled, according to their interests, in six occupational clusters: Business Administration and Management, Communication Arts, Engineering Science and Mathematics, Medicine and Health, Performing Arts, and Social Science.

In each cluster, the program is designed to help students:

develop greater understanding of their own interests, aptitudes and needs, as well as the relation of this self-knowledge to career choices;

gain in-depth exposure to a variety of occupations related to a selected career cluster;

understand more fully the personal, social and economic significance of these occupations;

make a more realistic career decision about a technical or professional career based upon current information;

enter college or technical school better prepared to pursue studies in a chosen career because they have had a chance to set goals and see the relevance of academic subjects in achieving them;

get a head start for college, because of opportunity for selected students to take courses at The University of Akron.

THE SCHOOL

The Central-Hower High School, completed in 1975, stands on the site of a building erected in 1884 to serve as the one high school for the city. In 1970, Central High was merged with nearby Hower Vocational High School to form the comprehensive Central-Hower High School. In 1973, the original Central building was razed to make way for the new one, which has contributed to the effort to stabilize the downtown area.

Its location is an asset for career education. The University of Akron is only one block away. Within easy walking distance is the downtown area with a multitude of community resources: business and professional offices; banks; the daily newspaper plant; headquarters of social service institutions; mercantile establishments; performing and fine arts facilities; local, state, and federal government offices. Not far away are hospitals, two major rubber corporations and a number of small industries and other businesses.

HISTORY OF THE PROGRAM

The new program combining academic studies with career exploration experiences became operational in 1975-1976.

Ideas had come from teachers, administrators of the Akron school system, university personnel, and community resource persons, whose support was already a part of the Career Education Program operating in Akron. Implementation was under the leadership of the Director of Secondary Education for the Akron Public Schools.

During the first year of operation, workshops were held after school, in evenings, and on weekends. Topics covered in these in-service meetings were: individual career development needs of students, curriculum design, team teaching, utilization of resources, interest inventories, guidance techniques, and orientation for ninth graders and their parents.

During three weeks of the summer, 1976, counselors delineated plans for guidance activities, and career cluster teachers wrote curriculum outlines and individualized experiences for their courses. These were printed for use in 1976-1977 and were expanded and refined during the summer of 1977.

In the spring of 1977, additional workshops were

conducted for career cluster teachers. In the first of these, teachers were advised about correlating and using as an exploration tool the following three instruments: the Ohio Vocational Interest Survey, Work Values Inventory, and Holland's Vocational Preference Inventory. In the second, teachers exchanged ideas on changes and improvements for the program during the 1977-1978 school year.

PROGRAM SUPPORT

The program was started without outside funding and is being continued with local Board of Education funds. The Learning Resource Center is an integral part and a major component of the program. New teaching and interest materials have been purchased for all career areas.

Each unit has established its own advisory committee of people from the community. On each committee are from five to ten persons who represent a range of occupations within the cluster area. They meet several times per year after school with the teachers of the particular cluster.

The advisory committees have such functions as the following:

- helping to develop community understanding and support of the career exploratory program;
- assisting in the placement of students in practical field experiences in the community;
- meeting with students and teachers to answer career questions;
- assisting in curriculum development.

A paraprofessional provides the following services:

- arranging for field trips and transportation to the sites;
- scheduling speakers and conference calls and setting up necessary equipment;
- arranging for exploratory, volunteer experiences and sometimes driving students to the sites;
- keeping a calendar of the above activities;
- handling other paper work: parental permission slips, letters, student questions sent in advance to speakers, etc.;
- doing secretarial and clerical work;
- helping with the testing process;
- assisting with in-service programs;
- sometimes covering classes;
- picking up supplies;
- taking notes at advisory committee meetings.

Following a meeting with the Deans of all colleges at The University of Akron, an advisory committee was formed to promote collaborative efforts between the high school and the university. The committee meets several times per year and is composed of representatives of the Central-Hower staff and of the University's School of Education and Community and Technical College.

The following collaborative efforts have been undertaken:

- enrollment of selected high school students in university courses;
- investigation of all Community and Technical College programs applicable to the cluster program and of the types of involvement possible for Central-Hower students;
- investigation of possible cooperative programs between Central-Hower and other university departments;
- Senior Seminar meetings held by The University of Akron for students who may attend college;

mini-courses for Central-Hower teachers and their students in such areas as Computer Assisted Instruction (CAI);
participation in on-going workshops in Career Education;
dialogue between high school departments and comparable university departments regarding curriculum;
special admission to Arts Hall programs and other college events;
tours of special areas such as CAI, Library, Arts Hall, etc.;
university library cards and library use for selected high school students;
development of, and direct access to, cable television programs for Central-Hower students;
high school exploratory experiences for University of Akron education students;
invitations to high school students to participate in university field trips and clubs;
tutoring of high school students by university students.

Additional cooperative efforts with The University of Akron are also being considered.

ENROLLING STUDENTS IN THE PROGRAM

All students from the Central-Hower geographical district, who are not in vocational education, are enrolled in the career clusters. In addition, 300 or more students from the other eight senior high attendance districts are enrolled in the tenth, eleventh, and twelfth grade levels of the program.

Emphasis currently is on informing ninth grade students and their parents in the nine junior high schools and on processing their applications for the career cluster program.

The following procedure was followed during the 1976-1977 school year:

October, 1976 - A dinner meeting was held for all ninth grade counselors. The program was explained by the Director of Secondary Education. Teachers, Central-Hower counselors, and a Career Program coordinator were also present to comment and answer questions. Brochures and application blanks were given to counselors for distribution to their respective students.

November 1 - December 17, 1976 - Orientation to the program was given to all ninth grade students in each of the nine junior high schools. The ninth grade counselors handled this in a variety of ways, with the assistance of a Career Program coordinator and the Central-Hower counselors.

December 8, 1976 - The second annual information meeting for interested students and their parents was held at Central-Hower High School.

December 17, 1976 - Application blanks received by that time were sent to the Child Study and Guidance Department of the Akron Public Schools. Students in the Central-Hower district did not need to file applications.

January 3 - January 14, 1977 - Additional applications were sent in for processing.

January 14 - January 21, 1977 - Applications were screened by a Review Committee.

After January 21, 1977 - Any additional applications were processed on an individual basis.

TENTH GRADE PROGRAM

Decision-making skills, knowledge of self, and making the appropriate choice of career cluster are the areas of concentration in tenth grade.

The program operates during one period of the school day and is organized to function within the six-grading-period division of the school year. During the first four grading periods, students rotate among the four career clusters in which they indicated the most interest on their application forms and after arriving at Central-Hower. In each, they receive an overview of occupations involved in the cluster.

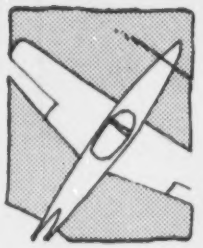
A different guidance component is also included in the program for each grading period. In addition to values clarification strategies, use is made of:

Ohio Vocational Interest Survey (OVIS);
Holland's Vocational Preference Inventory (VPI);
Work Values Inventory (Super);
Decisions and Outcomes (College Board).

During the last two grading periods, each student returns to the cluster tentatively identified as being of most interest. Now the student engages in further orientation toward occupations in the cluster and toward in-depth study which will take place during the eleventh and twelfth grades. However, the student has the option of changing his cluster choice before starting the eleventh year.

ELEVENTH AND TWELFTH GRADE PROGRAMS

For each career cluster, the program spans three consecutive periods of the school day. During this time, although the program varies from day to day, the participants study two subjects relevant to the cluster and engage in group guidance activities and career-related experiences. During the remaining periods of the school day, each student takes additional required and elective courses to meet graduation requirements. Field trips, speakers, laboratory tasks, conference calls, research, individualized work and "hands on" experience are fused with the curriculum.



In addition, exploratory experiences are arranged for interested students at various sites in the community. Such experiences typically involve 1-12 students for 2½ to 3 hours, once per week, for 6 to 8 weeks. They include orientation, learning and doing work normally done by volunteers for the host organization, and evaluation.

Although a student is encouraged to stay in his or her cluster choice for a full year, it is possible to change to another cluster at the end of the eleventh year or even during the eleventh and/or twelfth years.

The following are brief descriptions of the program in the six career clusters:

Business Administration and Management

Core subjects:

Eleventh grade - Accounting I; Business Administration and Management I
Twelfth grade - Business Administration and Management II; Practical English/Contemporary Reading

Career fields explored: large and small business management and administration, auditing, bookkeeping, accounting, purchasing, marketing, transportation, retailing, selling, personnel work, advertising, public relations, banking, brokerage work, insurance, economics, statistics, office work, computer operating and programming.

Sample activities in addition to field trips and speakers:

operating the school store
business internships
individualized experiences
business simulation projects

Communication Arts

Core subjects:

Eleventh grade - Communication Arts I (English Grammar, Composition and Advanced Speech); Audio-Visual Media Direction and Production I.
Twelfth grade - Communication Arts II (Research Techniques and Semantics); Audio-Visual Media Direction and Production II.

Career fields explored: journalism, radio-television broadcasting and production, still photography, public relations and advertising, interpreting/translating, communications consulting.

Sample activities in addition to field trips and speakers:

CCTV - closed circuit morning news and sports program
videotaping and broadcasting of selected home-and-away athletic events
public address announcements for the school
assembling of communication arts newsletter
production and presentation of slide-tape shows for the school
volunteer work in educational television and radio stations
internships at a labor union headquarters
individualized projects with city newspaper departments
cooperative work with the public library on a cinematography program

Engineering and Mathematics

Core subjects;

Eleventh grade - Psysics I and a unit of mathematics
Twelfth grade - Physics II and Drafting, Engineering
Students are strongly encouraged to elect Chemistry and additional mathematics courses.
Mathematics courses available are Algebra I, Algebra II-Trigonometry, Geometry, Elementary Functions, Probability and Statistics.

Career fields explored: civil, biomedical, electrical, aeronautical, mechanical, industrial, ceramic, agricultural, metallurgical, and chemical engineering; mechanical, instrumentation, electronics and chemical technology; air conditioning, heating and refrigeration; drafting, surveying, architecture, oceanography, meteorology, astronomy, biology, geology, chemistry, physics, geophysics, food science, landscape architecture, statistics, computer systems analysis and programming.

Sample activities in addition to field trips and speakers:

Quaker Square Project
business internships
individualized activities

Medicine and Health

Core subjects:

Eleventh grade - Medicine and Health, Biology I (Psychology, Histology, Anatomy, Physiology); Medicine and Health Chemistry (Inorganic, Organic, and Biochemistry)

Twelfth grade - Medicine and Health, Biology II (Comparative Anatomy, Microbiology); Biophysics (relation of Physics to the human body)

Career fields explored: biology, medicine, nursing, dentistry, medical technology, hospital administration and services, therapy and rehabilitation, anesthesiology, osteopathy, podiatry, medical dietetics, mental health, psychology and psychiatry, emergency medical work, crime laboratory work, biomedical engineering, biophysics, medical social work, medical-education work, public health, animal care, natural resource science, environmental science.

Sample activities in addition to field trips and speakers:

voluntary work at a school for the retarded
voluntary work for Red Cross bloodmobile
voluntary work in nursing home and mental institution
voluntary work at Children's Zoo
voluntary work in hospital laboratory
voluntary work at hospitals
internship at area hospital
individualized experiences

Performing Arts

Core subjects:

Eleventh grade - Performing Arts I; Drama as Literature (or Music Theory I)
Twelfth grade - Performing Arts II; Advanced Drama (or Music Theory II, Orchestra/Band)

Sample activities in addition to field trips and speakers:

World of Dance
voluntary work in local theaters
theatrical production: performance, technical, managerial
in-class performances
individualized experiences

Social Science

Core subjects:

Eleventh grade - American History; Modern Novel/Short Story
Twelfth grade - American Government/Behavioral Science; Mass Media/Introduction to Journalism

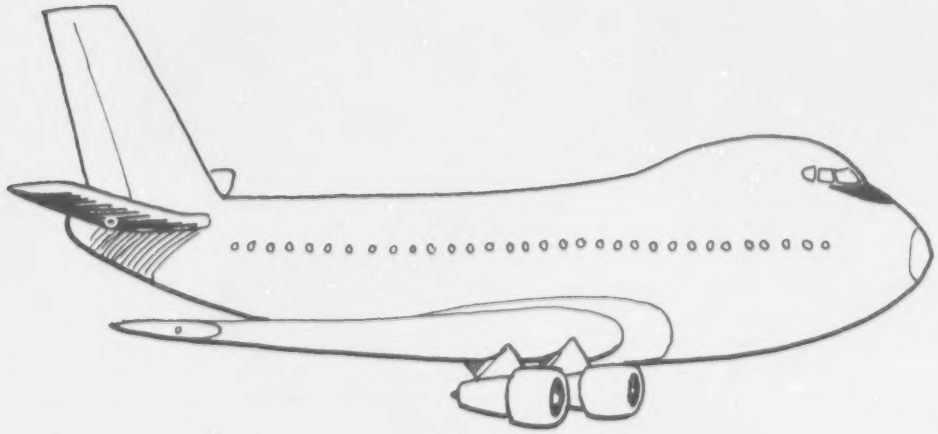
Career fields explored: government, governmental services, urban planning, law, law enforcement, social work, economics, teaching, school administration, counseling, religion and theology, library science, sociology, psychology.

Sample activities in addition to field trips and speakers:

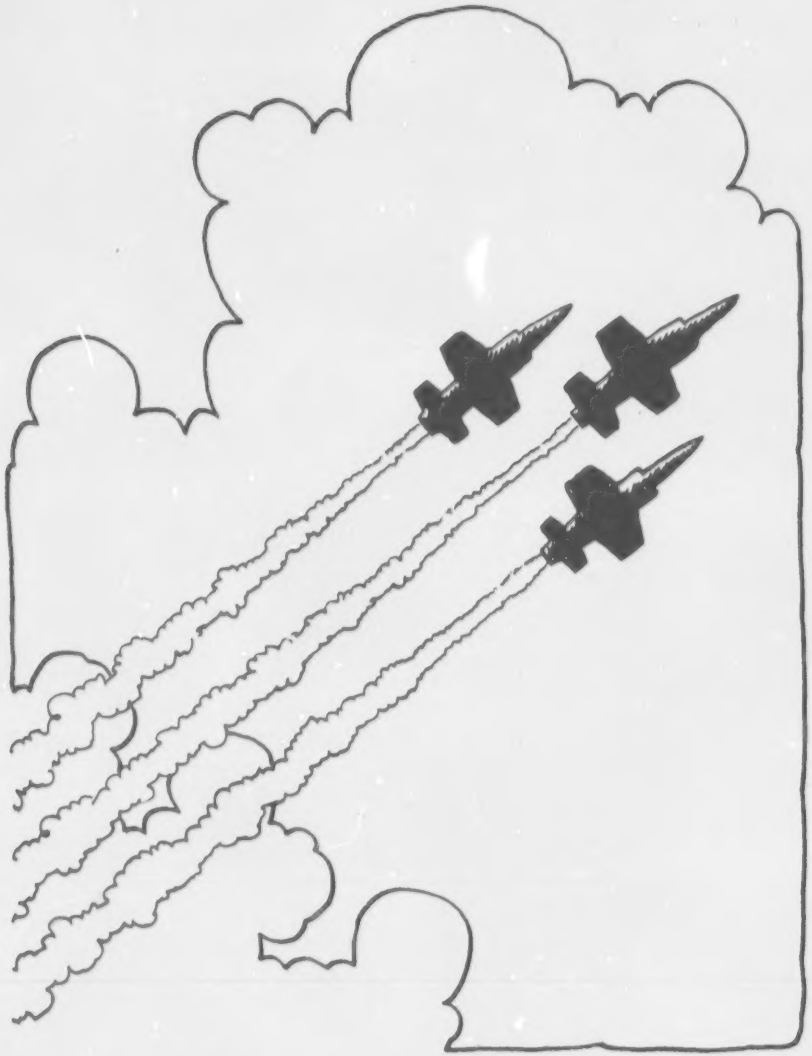
voluntary work in city government
tutoring at junior high schools
voluntary work at a school for the retarded
voluntary work in nursing home and mental institution
voluntary work in swim and gym program for young children
individualized experiences
writing and editing a guide to agencies geared to helping young people with specific problems; it is based on interviews with agency personnel; it will be distributed to all high school students in the city.

COLLABORATION IN AKRON

The following pages recount one community's efforts in collaboration for Career Education. The experiences described here may suggest procedures that could be adapted for use elsewhere.



Collaboration in Akron



FAVORABLE ATMOSPHERE

As is no doubt the case with many school systems, the Akron Public Schools are fortunate to have the collaboration of a host of community organizations in programs that benefit students. These include medical and health, governmental, recreational, business, parent-teacher, newspaper, and service institutions.

When the Career Education Program began, it was the beneficiary of this community willingness to collaborate in programs that enhance the education of children.

In addition, certain community organizations already had programs that relate to the aims of the Career Education Program.

One of these was the Akron Area Vocational Guidance Association (AAVGA). Its meetings bring together representatives of business, industry, labor, social service agencies, government, and schools. They work together to promote realistic school counseling about occupational requirements and opportunities.

To help school counselors in doing this, the AAVGA arranged a program in cooperation with the Chamber of Commerce. A number of local employers agreed to hire school counselors to work in various areas of their respective companies during the summer months. In this way, counselors acquired knowledge of the variety of jobs available in these businesses.

Goodyear Tire and Rubber Company continues to employ counselors during the summer. The other companies involved in this project now collaborate in the summer Career Guidance Institutes described under "In-Service Programs". They are: Akron City Hospital, Associated Contractors, Firestone Tire and Rubber Co., and the Ohio Bell Telephone Co.

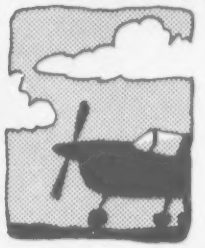
Another AAVGA activity aimed at realistic career counseling was the publication in the 1950's of a series of brochures on occupations available in the local community. These booklets, updated in the 1960's, told where the jobs were to be found; educational, physical, and training requirements for them; fringe benefits; and other rewards. Paid for by the Chamber of Commerce, these publications were placed in school libraries and counselors' offices.

When the Career Education Program began in 1970, the AAVGA served as its first Advisory Committee. In that capacity, for example, it identified and obtained the services of persons from business, industry and other community organizations for the first Career Education in-service training programs.

The Director of Career Education serves on the AAVGA Executive Board and thus maintains continuing contact with the organization.

Also contributing to a favorable atmosphere for collaboration with Career Education were the Rotary and Kiwanis organizations. They had compiled lists of speakers and field trip hosts which could be used by the Career Program. (See "Speakers - A System for Handling Requests".)

AKRON REGIONAL DEVELOPMENT BOARD



An organization that has a long history of collaboration with the schools in general, and now with the Career Education Program as well, is the Akron Regional Development Board (ARDB).

Although the ARDB was organized only recently, it was formed by the uniting of two older organizations, the Akron Area Chamber of Commerce and the Area Progress Board.

The ARDB serves not only the city of Akron but also the rest of Summit County, as well as Portage and Medina Counties. It works to retain and to expand present industry and commerce and also to attract new industry and more jobs into the Tri-County area. Like Chambers of Commerce everywhere, it engages in a multitude of other activities which promote the economic well-being of the area it serves.

The ARDB's ancestor, the Chamber of Commerce, began in the 1940's a policy of expanding its membership beyond the traditional business and industrial executive leadership to include all segments of the community: labor, religious institutions, government, social service and others. In keeping with this policy, the Chamber developed another one of supporting those community projects and ballot issues which research showed were in the public interest.

One example of such community involvement has been the taking of an active interest in the school systems of the area. One reason is that a good school system is one of the biggest inducements that can be used in acquiring new business and industry for the area. Also, the local economic institutions which contribute extensively to the tax revenues supporting schools are interested in having those revenues spent wisely.

For these reasons, the ARDB and the organizations which preceded it have engaged in a number of collaborative activities with the Akron Public Schools.

The Chamber of Commerce began close relationship with the Akron Board of Education in 1946. At that time, several programs were implemented to assist teachers in becoming aware of manufacturing and business operations in the community.

A committee of volunteers was formed to develop programs enabling business people and educators to meet and discuss mutual concerns. Many programs grew from the work of this group called the Business and Community Relations Committee.

One example was a fourth grade reader called The Akron Story still used in the schools; publication was paid for by the Chamber of Commerce.

For 17 years, teachers and representatives of business and industry annually exchanged one-day visits to their respective work places. As the number of teachers increased with the growing school enrollments in the post-World War II years, hosting of the visits was arranged on a three-year cycle: elementary schools, high schools, business and industry.

Other activities included collaboration in the booklets describing local occupations and in the summer programs for school counselors previously mentioned.

Cooperation in supporting tax levies for school operation and construction has continued over many years. It is one of the reasons why every tax levy for school support in Akron has been approved since 1946. In the 1950's, the Akron school board and administration, along with local business leaders, became concerned about methods of financing the additional school buildings needed to house the growing school pupulation. Agreement was reached on a "pay as you go" construction levy instead of a bond issue. The first of these was approved by the voters in 1955.

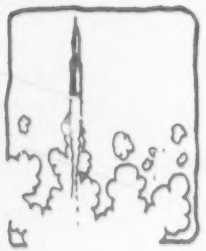
Many on-going programs of the ARDB have relationship to Career Education.

One of these is the annual Science Youth Day. The ARDB arranges one-day visits to industries, hospitals and other sites for junior and senior high school students with special interest and ability in science. They see career scientists on the job and learn about educational and other requirements for their occupations.

Another annual event is the Career Fair in cooperation with The University of Akron. Held on the University campus, this program enables junior and senior high school students to become informed about careers for which advanced education is required.

The ARDB has representation on a number of committees which serve as advisors to various Akron school programs. It also continues to collaborate in summer in-service programs for counselors and teachers. (See the section on "In-Service Programs".)

A FEDERAL CONTRACT



During 1976-1977, the Akron Regional Development Board and the Career Education Program of the Akron Public Schools were co-recipients of a federal contract. The general purpose of the contract was "to demonstrate an effective collaborative working relationship involving the business-labor-industry community and the formal school community in Career Education."

Program objectives under the contract included:

1. To improve and refine the current K-12 Career Education Program of the Akron Public Schools by expanding the collaborative relationships with community resources.

2. To provide, through the Akron Regional Development Board, a central communication linkage among business, labor, industry, community agencies, government, and the public schools in support of Career Education Program improvement and refinement.

3. To prepare students with the attitudes, personal skills and training necessary to enter the world of work in a locality experiencing a decline in manufacturing jobs and an increase in service-oriented ones.

4. To strengthen the efforts to equip students with decision-making skills that will enable them to make necessary job transitions during their future careers.

5. To develop structured, sequential, K-12 programs which increase the efficiency of field observations, "hands on" experiences, and the use of resource persons.

6. To identify and distribute to schools local career-oriented materials including those suitable for informing senior high school students about local job opportunities and requirements.

7. To improve and expand upon current methods and procedures in placement programs for senior high school students.

8. To develop stronger pre-service and in-service programs through involvement of community resource persons and The University of Akron.

9. To publish a manual describing local collaborative efforts as possible assistance to other communities in the development of collaborative Career Development programs.

In seeking the federal contract, the Akron Public Schools requested and obtained the Akron Regional Development Board as co-applicant. The reasons were the all-encompassing nature of the ARDB membership, its influential position in the community, and, therefore, its ability to secure commitments which would strengthen and expand the Career Education Program.

To implement the program under this federal contract, the Career Education director assigned one professional educator to work full time, and the ARDB assigned a staff member to work part time. Together, they strove to improve the collaborative efforts already begun in previous years and to develop additional community contacts for expanding collaborative activities.

In addition, the ARDB Business-Education Committee (the new name of the Business-Community Relations Committee), asked Career Educators to identify program needs. When this was done, the Committee was organized into five subcommittees to work in the areas of concern.

The following are descriptions of these subcommittees and their work in 1976-1977. Their future plans are also included, because as John L. Feudner, Jr., Executive Director of the ARDB, has stated, "My sincere hope is that, even though this particular program concludes this year, it will serve as a foundation for building stronger and better programs in the future so business and education may continue to work together."

ARDB BUSINESS-EDUCATION SUBCOMMITTEES

Field Experiences

Chairman:

Jerry M. Ryan, Career Education Programs

Members:

Diane Augsbury, Akron General Medical Center
Judy B. Davis, Akron Savings and Loan Co.
Clifford Harris, Babcock and Wilcox Co.
Gerald McFadden, Summit County Government
Paul Morehouse, Goodyear Tire & Rubber Co.
Norman Purnell, Attorney

Assignment Areas:

Work motivation programs for elementary students; field observations of occupations for junior high school students; career exploration experiences for senior high students.

Work, 1976-1977:

Having identified the career exploration area as the most difficult one for the school program to implement, the committee established it as the major objective. Therefore, the committee began the following activities:

- developing a brochure that will explain career exploration and will request readers to establish their businesses, industries, or agencies as exploring sites for students;
- compiling a list of professional organizations to help in using the brochure to recruit sponsors for exploration programs;
- working on a plan to develop training for community sponsors of exploring sites;
- planning a method for maintaining communication linkages with existing exploring sites and the on-going Career Education Program.

Future Plans:

Completion of the above-mentioned brochure, list, and plans.

Career Resources

Chairman:

Paul C. Livick, Akron Regional Development Board

Members:

Richard D. Keller, Firestone Bank
Robert J. Kidney, Sheet Metal Workers, Local 70
Martha Nelson, Firestone Tire & Rubber Co.
Esther S. Owen, Akron Public Schools
Joseph Villsack, Chapel Hill Merchants Association

Assignment Areas:

Collection and distribution to schools of up-to-date information via pamphlets, brochures, audio-visuals, etc.

Work, 1976-1977:

Investigation revealed a need for up-to-date information about the local job scene: jobs available, descriptions, requirements, etc. Printed material available is not geared to high school students. Very little is concerned with the local situation.

Future Plans:

Development of up-to-date information on local careers as they concern the graduating high school student; location of information on employment opportunities for women, minorities, and the handicapped.

Education and Communications

Chairman:

Dr. William Nemec, The University of Akron

Members:

Joseph M. Aylward, Akron Beacon Journal
Marjorie Capotosto, City of Akron Government
Meri Hillenbrand, Akron Council PTA
Allen Saunders, WHLO
Robert Strauber, United Rubber Workers
William Tenney, Akron Public Schools

Assignment Areas:

Developing additional information and means of communication for educators, business-labor-industry personnel, and parents.

Work, 1976-1977:

This subcommittee served as the steering committee for the 1977 Career Guidance Institute. The members helped to develop the goals for the Institute, gave their reactions to the tentative program, and made suggestions for modifying the program.

Future Plans:

Wider dissemination of information about Career Education to the general public and greater involvement of parents in program activities.

Job Preparation and Placement
(For more detailed information, see the section of this manual entitled "Preparation and Placement")

Chairman:

Nicholas J. Topougis, Career Education Programs

Members:

Dr. Kenneth H. Barker, The University of Akron
Alvin Castile, Ohio Bureau of Employment Services
Richard Fleming, National Alliance of Businessmen
W. Howard Fort, Attorney
Jean Haines, Ohio Bureau of Employment Services
Robert N. Hughey, Akron Public Schools
Betty Levinson, Akron/Summit/Medina Employment and Training Consoritum
William Mitchell, Akron-Summit County Public Schools Placement Department
Grace Patterson, Church Insurance Agency

Assignment Areas:

Job-hunting and job-seeking skills for secondary students; placement information for students; methods for getting placement information directly

to students; preparation of students for the next step after leaving the formal public school setting, whether employment or further education.

Work, 1976-1977:

In biweekly sessions, the committee worked first to define the committee goals and to make a plan of action appropriate to the goals. Then the members made a series of visits to agencies offering preparation and placement services and thereby obtained first-hand information.

Future Plans:

Determining the linkage and similarities among the agencies visited; developing a comprehensive job placement model for maximum and efficient utilization of services for the benefit of students.

Technical Careers Program

Chairman:

Robert L. Crane, Goodyear Tire & Rubber Co.

Members:

W. Thomas Duke, B.F. Goodrich Co.
Dan T. Hayes, Akron Public Schools
Mitchell F. Louis, Chrysler Corporation - Twinsburg Stamping Plant
Vernon Odom, Akron Community Service Center and Urban League
Robert Rogers, B.F. Goodrich Co.
Bob Troyer, Firestone Tire & Rubber Co.

Work, 1976-1977:

In committee meetings, discussion centered on a program proposed by The University of Akron and the Akron Public Schools: Development of Interest in Mathematics, Engineering and Science (DIMES).

The DIMES proposal calls for student identification as early as fourth grade, enrichment of academic studies, pre-seventh and pre-tenth year summer activities at the University, summer employment by local industry during the senior high years, and college scholarships for students needing assistance.

In June, the DIMES program was explained to representatives of the following: Akron Standard Division of Eagle-Picher Industries, Babcock and Wilcox Co., Bellows International, Chrysler Corporation-Terex Division, General Tire & Rubber Co., B.F. Goodrich Co., Goodyear Tire & Rubber Co., McNeil Corporation, Ohio Bell Telephone Co., Ohio Edison Co., PPG Industries.

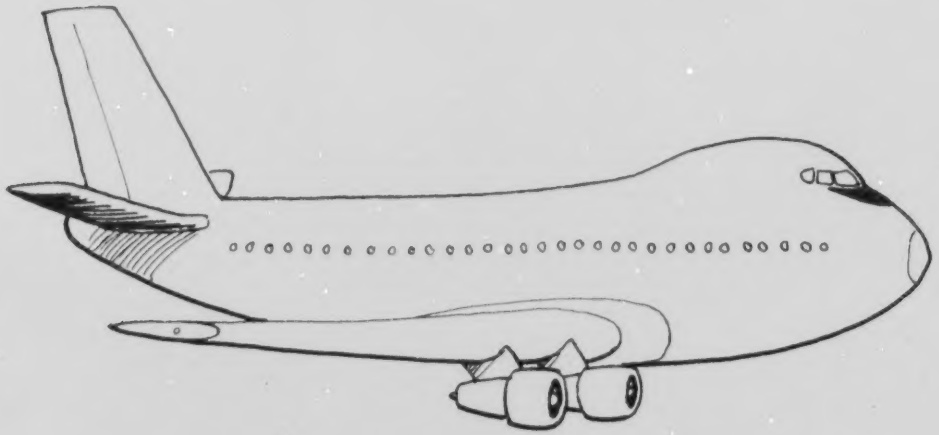
The representatives were asked to take the proposal to their employers for consideration of their needs and of possible participation in the funding of the program.

Future Plans:

Another meeting to consider employer responses and the future of the proposal for the DIMES program.

IN-SERVICE PROGRAMS

In-service is vital to Career Education's success. It is a must in preparing both educators and community participants to perform their roles in the program. On the following pages are descriptions of a variety of ways in which this preparation can take place.



In-Service Goals

To implement a successful Career Education program, both educators and community participants need to know what Career Education is all about and how their collaboration in the program can work for the benefit of students.

To accomplish these goals, in-service programs are necessary. Their success depends on collaborative efforts by the school system; college and/or universities in the locality; and representatives from business, labor, industry, government, the professions, and other institutions in the community.

Specific in-service goals for educators and for community participants are discussed in the section entitled "Getting Off the Ground."

Examples of briefings for community participants in specific Career Education programs may be found in the sections entitled "Project Business - Junior Achievement" and "Youth Motivational Task Force - National Alliance of Businessmen."

On the following pages are other examples of Akron's in-service experience: involvement with The University of Akron, various types of in-service programs, and examples of each type.

University Involvement

In September, 1974, The University of Akron's College of Education employed a Coordinator of Career Education Workshops. This individual is a staff member of the Guidance and Counseling Department.

One of his responsibilities is teaching a four-hour credit course in Career Education open to students formally admitted to the University.

Career Education Course

Both practicing educators and undergraduate education majors may enroll. It is held on campus during the winter quarter of the academic year.

Objectives of the course are:

- to familiarize students with the Career Education movement by introducing them to Career Education concepts;
- to assist students in devising methods of incorporating these concepts in their teaching, counseling, or administration.

The course deals with the major components of a comprehensive Career Education program and with procedures, practices and activities for implementing Career Education in the student's present or future work setting. On-site visitations to on-going Career Education programs are arranged.

Career Education practitioners supplement class lectures to show the relationship between theory and practice.

In-Service for Career Education

Another responsibility of the University Coordinator is to provide direct assistance for in-service education to local school districts implementing Career Education programs.

Specific duties of the Coordinator of Career Education Workshops are:

- to assist local school districts in planning, coordinating, and conducting credit and/or non-credit in-service programs;
- to direct and administer all activities involved with establishing workshops for graduate and undergraduate credit (i.e., workshop proposals, course outlines, budgets, consultants, credit requirements);
- to work with the College of Education at The University of Akron and neighboring universities to develop a Career Education in-service education component;
- to work cooperatively with local business, industry, and labor in the development and implementation of community-based Career Education programs.

General purpose of all in-service programs is to help the maximum number of individuals become aware of Career Education and confident of its effectiveness.

On the following pages are descriptions of such programs offered specifically for the benefit of Akron Public School educators.

Building Level In-Service

Two or more times during the school year, in-service programs are conducted for the entire staffs of school buildings involved in the Career Education Program.

Such a program becomes one of the staff meetings on curriculum which are scheduled monthly under the terms of the contract between the Akron Board of Education and the Akron Education Association.

Although limited to one hour by contractual agreement, the time can be extended for those teachers who are willing to stay longer. Sometimes neighboring schools are combined in one of the buildings; sometimes meetings are held outside of school and a dinner served between or following presentations.

Purposes of such in-service sessions include: introducing teachers to new Career Education materials; meeting the concerns of teachers in a particular school; reporting on and demonstrating experiences from a city-wide workshop.

Specific topics are determined by consultation with the building principal and by assessment of teacher needs as indicated on end-of-the-year evaluations for the Career Education Program.

One or more Career Education staff members and/or curriculum specialists from the Akron Public Schools may be in charge. Sometimes one or more of the building teachers makes the presentation. Outside speakers may be brought in to address the group.

An informal or written evaluation form may be used to assess the value of the in-service meeting. Typical questions are: Was the meeting helpful? Did you learn anything useful for the classroom? What are your suggestions for future meetings?

This type of in-service program enables the Career Education staff to work directly with small groups of teachers. It also provides the teachers a chance to share and coordinate Career Education activities in the building.

EXAMPLE OF BUILDING LEVEL IN-SERVICE

STAFF DEVELOPMENT

A first step in the development process of Career Education is acquiring positive attitudes. This is necessary before students can profitably engage in Career Development activities.

Before trying to develop positive attitudes in students, teachers must explore their own attitudes. Therefore, at one elementary school, 1976-1977, a series of in-service sessions was planned to deal with teacher attitudes as they relate to self, staff, behavioral, and professional development.

Planning

The theme was chosen as a result of numerous discussion meetings in the spring of 1976. A unique aspect of the planning was that both professional and non-professional staff members participated in the discussion and choice of topics.

Specific planning was done by a team consisting of the principal, the counselor, and the Career Education coordinator. Direction in setting up a staff development procedure was given by Dr. Richard Hawthorne of Kent State University.

Liaison between the team and the school staff was provided by the school's on-going Career/Guidance committee composed of influential and persuasive teachers. Members of this committee change each year.

Program

Speakers and topics for the meetings were:

1. "Attitude and Staff Development" - Dr. Richard Hawthorne, Associate Professor of Curriculum and Instructional Education, Kent State University.

2. "Attitude and Behavior" - Dr. Elizabeth Fesler, Coordinator of Special Needs, Akron Public Schools.

3. "Attitude and Professionalism" - Dr. James Ervin, Assistant Superintendent for Curriculum and Instruction, Akron Public Schools.

4. "Attitude and Self-Development" - Dr. Mark Savickas, John Carroll University.

The first and fourth sessions were dinner meetings. The others were held in the school building.

Other in-service meetings during the school year included: demonstrations of audio-visual equipment; criterion referenced testing program; panel on dealing with death and terminal illness; evaluation of staff in-service.

Evaluation

Staff members were asked to rate the meetings on the basis of Very Good, Good, Fair, Ineffective.

The result of this series of meetings is that the staff, which always had a closer relationship than most schools, is now even more open, more given to sharing, and more relaxed at staff meetings. Observation indicates changes in attitudes and behavior to varying degrees and a good foundation for further work on attitudes or any other theme the staff may choose.

Future Plans

In planning for 1977-1978, staff members again were asked for their ideas. The Career Guidance Committee grouped these under three headings.

After a vote by the staff, the winning topic was "Problems in Education (Social Change)".

Subtopics to be developed for the next year's program are:

"Stereotyping (Sexism, Racism)"
"Discipline - Emphasis on Attitudes and Behavior"
"How the School Will Be Affected by Akron's Five Year Plan"
Citizenship Development and Teaching of Societal Values"
"Democratic Rights and How to Exercise Them"
"Written and Spoken Language in School Today"

These topics can be tied into the Career Education developmental areas of Self, Decision Making, Individual and Environment, Education and Training.

Effort will be made to involve parents and students. Although difficult and non-traditional, their participation is considered important.

Underlying philosophy which prevails for the planning of in-service meetings at this school includes these ideas:

the program should result in direct benefits to students;
interaction of the staff must be constant and close;
open communication and a sharing of power are essential.

Mini Workshops

This approach differs from building level sessions in that those who attend have the option of earning university credit for their participation. Others may attend for professional growth.

By design, mini-workshops offer a great deal of flexibility in meeting the needs of participants. They may provide an overview of the area of Career Education, or they may focus on an in-depth study of a selected area with the development of curriculum as the end result.

Each mini-workshop consists of two sessions, a seminar on Thursday afternoon after school and a workshop on Saturday, both related to the same topic.

The Thursday session is open to staff members from all the Akron schools. Upper limit is approximately 80. Purpose is to give an overview of the topic.

The purpose of the Saturday session is to show practical applications in the classroom.

Those wishing to receive one credit hour of postbaccalaureate or graduate credit must have attended both the Thursday and Saturday sessions. They must also have completed additional requirements within three weeks after the workshop.

The 1976-1977 schedule for mini-workshops was the following:

October 14 and October 16, 1976
"Career Education: What Is It? How to Do It?"
Introduction to Career Education strategies and outcomes.

October 28 and October 30, 1976
"Self and Decision Making"
Classroom strategies to help students gain positive self concepts and decision-making skills.

December 9 and December 11, 1976
"Reading: Who Needs It? Career Education and Reading Skills"
Strategies for motivating students to read and for increasing their reading skills by the use of career-oriented materials.

February 10 and February 12, 1977
"Kindereconomy and Mini-Society"
Practical strategies for implementing the economic development area of Career Education. (For elementary school personnel)

February 10 and February 12, 1977
"Developing Placement Skills"
Preparing students for seeking employment and college placement. (For secondary school personnel)

March 3 and March 5, 1977
"Special Kids"
Meeting the career development needs of special education students.

April 14 and April 16, 1977
"Career Education and Stereotyping"
The concept and results of stereotyping; avoiding stereotypes about age, race, and female career roles.

EXAMPLE OF A MINI - WORKSHOP

READING: WHO NEEDS IT? CAREER EDUCATION AND READING SKILLS

Need

An assessment of teacher needs brought into focus a common reason for reluctance to integrate Career Education into learning activities. This reason is lack of time, because of the need to teach reading skills as well as other basic skills and knowledge mandated in the curriculum.

Therefore, the intent of the workshop was to show how Career Education concepts could be developed along with reading skills.

Preparation

The two Career Education Coordinators assigned to plan this workshop met with The University of Akron Coordinator of Career Education to design the general format.

The coordinators searched for published material which was relevant to Career Education and which included skill sheets applicable to reading. Approximately 500 of these were identified.

Then two curriculum specialists and one reading clinician from the Elementary Education Department taught the coordinators the reading management system recently developed for the Akron Public Schools.

This management system divides reading skills into six main categories: comprehension, decoding, literary, reference/study, sentence structure, vocabulary. Subskills in each category are also identified. Each skill has a code number.

Skill boxes containing coded file folders of skill sheets for each reading subskill have been placed in all elementary schools. After individual needs are revealed by a testing process, teachers can then prescribe skill sheets from the skill boxes to reinforce skills of individual students.

To the reading skill code, the coordinators added a code for each of the seven developmental areas of Career Education.

The combined code numbers were then applied to those Career Education skill sheets which had been previously identified. Those which were on ditto masters were duplicated. Those which were available as single sheets and at little expense were purchased. The intent was to give these to teachers attending the workshop as supplementary materials for the skill boxes at their respective schools.

Twenty commercial games were identified and 34 additional games were created to correlate reading skills and Career Education concepts. These were also coded.

Program

Speaker for the Thursday evening session was Dr. Jacqueline Tilles, Associate Professor of Education, Wayne State University. She identified the learning steps in the reading process and how they relate to concepts in the career development of the student.

On Saturday, each workshop participant received a folder of skill sheets for his/her grade level, plus sets for one grade below and one grade above and a full set for primary or intermediate level. In addition, the folder contained composite lists of games, materials convertible to games, and skill sheets. For each item on these lists, the publisher and reading-career code number was given.

Those attending were divided into three groups: primary teachers; intermediate teachers; and a combination of special education teachers, counselors, and principals.

The groups rotated among three stations. In one, they sorted skill sheets in their folders according to skill. In another, they played the commercial games to see how skills were taught. In another, a "make it and take it" session, they chose materials suitable to their needs and made games to teach reading skills.

Reactions

Very positive responses were received from those attending this workshop.

This approach to teaching skills ties in with criterion referenced testing now being used in the Akron Public Schools.

Future Plans

Workshops similar to the one described above are being scheduled for building level in-service meetings.

Instruction in how to apply reading skills to mathematics, science, and social studies will be given in city-wide mini-workshops during 1977-1978.

Seminars

Each of these non-credit meetings is held on Thursday evenings for two to three hours. One speaker talks before dinner, and the other, after dinner. Time is allowed for questions and answers after each talk.

The seminars are designed by the In-Service Planning Committee in cooperation with the Akron Regional Development Board and/or. The University of Akron. To provide an opportunity for dialogue between career educators and leaders of the community is the purpose.

The theme for 1976-1977 was business structure and business management. On the schedule were the following:

November 18, 1976
"Want to Start a Business? How?"
Speakers: Reese Jones, assistant cashier at the First National Bank of Akron, explained the bank's role in the financing of a new business. Attorney James Slater stressed the importance of securing legal advice when organizing a business.

December 2, 1976
"Personnel - People That Make It Happen"
Speakers: Thomas Robinson, personnel manager of Firestone Steel Products Co., discussed his company's employment process and advised teachers on preparing students to seek employment. Robert Strauber, educational director for the United Rubber Workers, talked on labor's role in Career Education.

January 13, 1977
"Manufacturing the Product"
(See example for details)

March 17, 1977
"Marketing the Product"
Speakers: Barry Robbins, assistant to the Vice President of Corporate Planning, Goodyear Tire & Rubber Co., gave an overview of market research, how it is used in the business world, and the career areas it encompasses.

John T. "Tennessee" Williams, Tennessee Williams Advertising, presented a general discussion of advertising and sales; he also supplied materials that teachers could use in orienting students toward careers in advertising.

EXAMPLE OF A CAREER EDUCATION SEMINAR

MANUFACTURING THE PRODUCT

Need

Teachers and counselors have expressed the need for realistic information about the world of work which they can incorporate into the teaching and advising of students.

As one answer to this need, in 1976-1977 the Career Education Program arranged seminars built around a single theme: business structure, operations, and management.

One Program

On January 13, 1977, approximately forty teachers, counselors, and administrators on all levels met at a local restaurant for a discussion of "Manufacturing the Product."

For the pre-dinner session, the speaker was John Scally, administrative assistant for the Communications Workers Union. He first discussed topics of concern and cooperation for both labor and management; safety on the job was an example. He also dealt with topics of particular interest to labor. Among these subjects were: the workings of a union contract, work rules, job posting, seniority, bidding, and job descriptions.

Following dinner, the speaker was Frank Steere, Jr., president of Steere Enterprises, Inc. He gave an historical overview of the chemical industry.

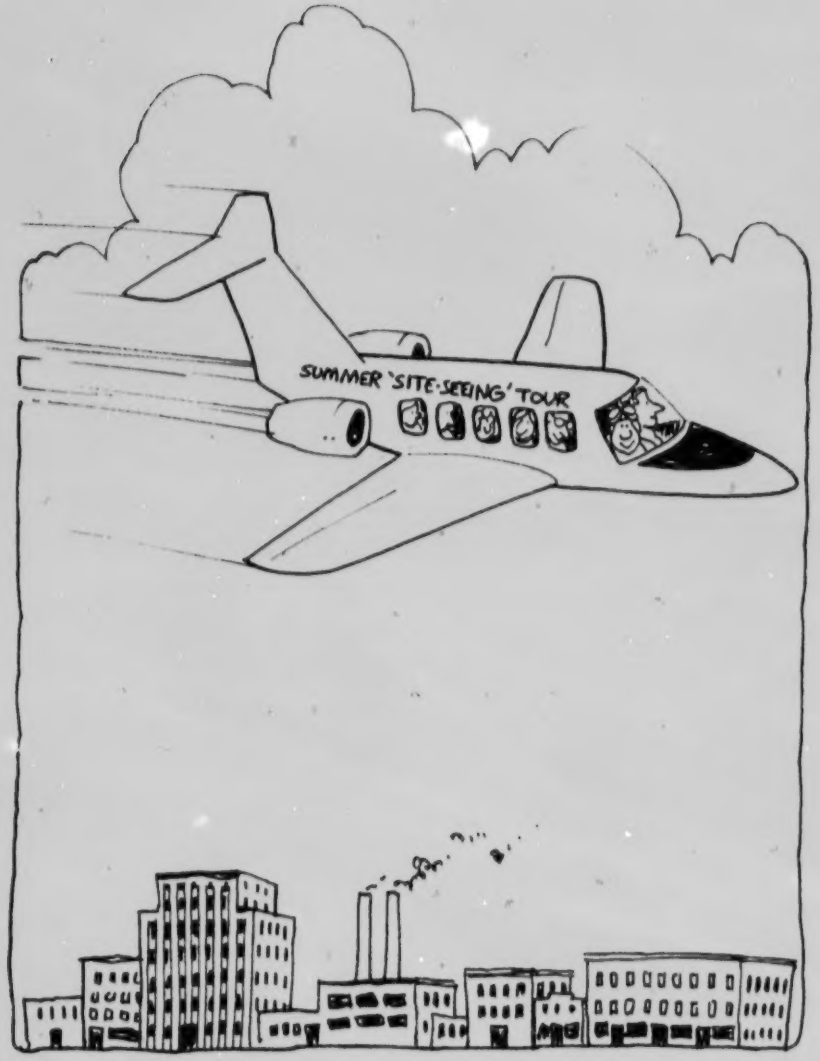
In addition, he told of the properties of different kinds of plastics and distinguished between producers of plastics in quantity and manufacturers of products made from plastics. Steere Enterprises belongs in the latter category. Mr. Steere also talked to the educators about the many career opportunities in the expanding chemical industry and distributed informational materials.

A question and answer period followed each presentation.

Future Plans

During 1977-1978, plans call for four seminars on community resources to be conducted after school within various work places. Each site will provide resources and involvement in one of the following areas: industry, labor, business and government.

Summer In-Service at Community Work Sites



The Career Guidance Institute in 1977 marked the fourth year of collaborative efforts to acquaint school personnel more fully with work outside the field of education.

Sponsoring this type of in-service program during the first two summers were the Career Education Program, The University of Akron, and the Akron Regional Development Board.

1974

Teachers made visits to twenty participating community organizations. Each teacher visited five of the sites during the first week.

During the three weeks following, the teachers attended class sessions at The University of Akron and received four graduate hours of credit. They wrote field observation reports and unit teaching plans which incorporated information acquired during the field observations. They also developed simulations, games, slide presentations and/or video tapes to use with their classes. In addition, they learned strategies for utilizing the Dictionary of Occupational Titles in the curriculum.

1975

In cooperation with the Akron operation of the federal Urban-Rural Program, a one-week workshop was held for 114 educators from 23 schools. The Career Program, The University of Akron, and the Akron Regional Development Board again were the planners.

In advance of the workshop, teachers rank-ordered their first four choices from among the occupational areas that could be visited. Based on their choices, visits were arranged to twenty work sites in the community.

A briefing session for the hosts and an orientation meeting for the participants were held before the workshop began. The educators were given tips on kinds of information which could be gathered at visitation sites for later use in the classroom.

After spending four days of the workshop week visiting the sites of their choice, participants spent the fifth day in sessions at The University of Akron. Discussion centered on relating the field observations to the curriculum.

Those who had attended all five days of the workshop could obtain two hours of graduate credit, if they wished, by completing team or individual projects in the two weeks following.

Evaluation instruments rating the workshop were distributed to school participants and to representatives of the host organizations. Results were compiled and used in formulating plans for the next year's workshop.

Spring of 1976

A Career Guidance Institute funded by the National Alliance of Businessmen was held for the first time in Akron. The three local organizations which had been collaborating in planning this kind of workshop during previous years were again involved.

Enrollment was limited to forty participants from five Akron schools and ten other school districts in Summit and neighboring counties. Preference was given to schools sending teacher-counselor-administrator teams.

During the Easter vacation, all participants made two full-day visits to two of four sites: Akron General Medical Center, City of Akron facilities, B.F. Goodrich Co., and Terex Division of General Motors.

Later, each of them spent twelve hours at one of ten other sites after school, during evenings, or on Saturdays. The ten sites were: Akron Automobile Club, Akron Welding and Spring Co., Associated Contractors of Ohio-Akron Chapter, Cascade Holiday Inn, McNeil Corporation, M. O'Neil Co., Ohio Bell Telephone Co., Steere Enterprises, WHLO, YMCA.

All participants also attended nine weekly class sessions at the University. Those enrolled for college credit were required to work as school teams in the development of a project to bring about more extensive use of community resources in their respective schools.

Instruments used to evaluate the workshop were typical of those used to evaluate all in-service programs.

Rating of the Career Guidance Institute's overall program included scoring each activity from a high of 5 to a low of 1. Averages of responses were the following:

1. Communications prior to the start of the Institute - 3.70

2. Planning, organization and administration of the Institute - 4.19

3. On-site visitations to business and industry - 4.73

4. Classroom sessions at The University of Akron - 4.33

5. Usefulness of the project required for credit -4.61

Asked to complete four additional statements, the participants responded as follows:

6. This Institute has increased my knowledge of the world of work - Yes, 94%; No, 3%; Uncertain, 3%.

7. This Institute has changed my perceptions of business and industry - Yes, 66%; No, 31%; Uncertain, 3%.

8. This Institute may change my counseling, teaching, or administrative behaviors - Yes, 86%; No, 14%.

9. This Institute was a worthwhile experience - Yes, 100%.

Responses from the businesses and agencies who hosted the on-site visits were the following:

1. Did you fully understand the purposes and objectives of the Career Guidance Institute prior to its beginning? Yes, 89%; No, 11%.

2. How would you rate the assistance you received from CGI representatives in planning the visit to your work sites? Outstanding, 33%; Good, 67%.

3. How would you rate the interest and enthusiasm shown by participating educators? Outstanding, 78%; Good, 22%.

4. How would you rate the experience from a personal viewpoint? Outstanding, 56%; Good, 44%.

5. Would your business or industry be willing to participate in this program again? Yes, 100%.

Business and agencies were also asked to respond to these questions: What benefits did your business or industry gain from this experience? What specific suggestions do you have for improving this experience?

Summer of 1976

A one-week Community Resources Workshop was offered for forty participants from the Akron Public Schools. Again, the collaborative planning was done by The University of Akron, the Akron Regional Development Board, and the Career Education Program.

The week began with an orientation day at The University of Akron. Each participant then spent the next three days at one of the following work sites: Akron City Hospital, Akron General Medical Center, Akron Metro Regional Transit System, Associated Contractors of Ohio-Akron Chapter, Brown Derby Restaurants, First National Bank, M. O'Neil Co., General Motors - Terex Division.

The fifth day was spent in synthesizing the work site experiences and planning individual or group projects relating that experience to subject matter.

On the sixth day, the participants heard a talk on stages of Career Development and discussed the experiences of the week with representatives of the host organizations.

Four hours of graduate credit were given to those who attended all sessions; who compiled a log of work site experiences, information, and resources; and who, during the next two months, developed individual or team projects integrating information and resources obtained from the on-site work experience with the instructional programs.

Evaluation instruments used to rate this workshop were the same as for the spring Career Guidance Institute.

1977

In the summer of 1977, two more workshops were organized to make educators more familiar with the local economy and local occupational opportunities.

What Makes Akron Tick

The first of these, "What Makes Akron Tick", concentrated on economics. In this one-week workshop for university credit, enrollment was limited to elementary teachers in the Akron Public Schools.

Again there was collaborative planning by the Akron Public Schools, the Akron Regional Development Board, and The University of Akron.

The first day was devoted to the history of Akron's economic development, forecasts for the future of the Akron economy, and a review of fundamental concepts of the American economy.

On the morning of the second day, participants visited the Firestone Steel Products Company. The day's program included talks on the decision-making process in various company departments; a film on corporate diversification; small group work to develop a solution for a company problem. In the afternoon, participants previewed economics filmstrips and materials; worked on "create and carry" games; and investigated free materials.

On the morning of the third day, City of Akron government was the focus. Discussions were held with the mayor, with the clerk of City Council, with an executive of the municipal courts, and with administrators of the budget and planning departments. The afternoon program was the same as for the second day.

Ohio Edison Co. provided locales for the fourth day's activities. After touring the Gorge Power Plant, the participants assembled at the company's downtown offices. The program topics for the remainder of the day were: energy resources; impact of utilities on the community; future of electric utilities, advertising impact, and government regulations.

The fifth and concluding day was devoted to a debriefing on the week's activities, consumer education, and a panel discussion on the future of the Akron area.

Evaluation was done by means of instruments similar to those previously described.

Career Guidance Institute

Later in the summer, a second Career Guidance Institute was held for three weeks. The program is described on the following pages.

EXAMPLE OF A COMMUNITY WORK SITE EXPERIENCE

1977 CAREER GUIDANCE INSTITUTE

Steps in Organizing

Sponsorship of the Career Guidance Institute was assumed by The University of Akron. The University's Coordinator of Career Education Workshops was named as director for the Institute. He submitted a proposal which was approved and forwarded by the local office of the National Alliance of Businessmen to the national office in Washington, where funding was authorized. The Akron Public Schools and the Akron Regional Development Board collaborated in planning, coordinating, and conducting the Institute. The ARDB Business-Education Subcommittee on Education and Communications served as the steering committee for the Institute.

This Institute was one of the many funded by the national office of the National Alliance of Businessmen.

Objectives

To increase participant awareness of existing and emerging career opportunities in the local labor market with special emphasis on career opportunities for disadvantaged high school graduates.

To help participants experience the employability and adjustment skills needed by youth as they seek employment and/or further education.

To upgrade existing school curricula by helping counselors, teachers, and administrators develop the knowledge, skills and attitudes needed to assist all students, particularly the economically disadvantaged, in making realistic career goals.

To continue the development of regular working relationships between business, education, labor, and community leaders that will improve career guidance programs for students.

Details of the Program

Session 1 - The University of Akron

Orientation to the Institute
Presentations on:
- What Career Education Is
- Need for School, Home, and Community Collaboration in Career Education
- Employability and Work Adjustment Skills

Preparation for Job Site Visits - Assignments

Session 2 - Work Site Visits

Based on rank-ordering of choices prior to the workshop, participants overviewed two of the following areas:
- Labor Unions
- Banking
- Ohio Bureau of Employment Services and the Akron/Summit/Medina Employment and Training Consortium.

Exception: those who indicated a preference for health careers overviewed only one other employment area; they then reported to their work site in the afternoon to begin the processes described in Session 3.

Session 3 - Work Site Experiences

Participants reported to the specific job sites assigned during Session 1. They were then interviewed and processed through the personnel department in the same manner as any other new employee of that organization. They were assigned to their departments, and by the end of the day, they were active on their new jobs with one of the following employers: Akron City Hospital, Akron General Medical Center, Akron Savings and Loan Co., Labor Education Advancement Program, Ohio Bell Telephone Co., Ohio Bureau of Employment Services, and the United Rubber Workers.

Session 4 - Work Sites

Participants reported to their assigned jobs for a day of "hands on" work experience.

Session 5 - The University of Akron

Sharing of experiences from work site jobs
Panel on employment outlook in the greater Akron area
Presentation on Equal Employment Opportunity for handicapped, women, and minorities
Panel of parents speaking on the Career Development process
Orientation for the skill-building component of the Institute

Session 6 - The University of Akron

Counselors - Psychology of vocational development; career decision making
Teachers - Elements of Career Education; demonstrations of outstanding practices

Session 7 - The University of Akron

Counselors - Career decision making continued
Teachers - Infusing course content with career orientation experiences

Session 8 - The University of Akron

Counselors - Vocational testing procedures
Teachers - Study of commercially produced Career Education materials

Session 9 - The University of Akron

Counselors - Career counseling techniques
Teachers - Work on curriculum development

Session 10 - The University of Akron

Counselors and Teachers - Demonstration of teaching job-seeking skills to students; presentation on Akron-Sumit County Public Schools Job Placement Department

Sessions 11, 12, 13 - The University of Akron

Counselors - Three counseling sessions with students
Teachers - Work on Career Education units

Session 14 - Field Trips

Each participant had the choice of visiting the Community and Technical College of the University or the Akron Public Schools' vocational and pre-professional facilities.

Session 15

CGI-sponsored luncheon for all participants
Planning of follow-up activities to complete requirements for university credit
Institute evaluation

Team Approach to In-Service Program Development

In 1974, a team process was developed to plan and implement in-service programs for Akron educators. It has been refined each year.

The following outline shows the steps in the process as used for the 1976-77 school year:

1. Appointment of an in-service planning committee by the Career Education Director toward the end of the school year. The committee includes an elementary, a junior high, and a senior high building coordinator as well as the Coordinator of Career Education Workshops from The University of Akron.

2. Assessment of the in-service needs of Akron educators. The in-service committee analyzes data from the annual evaluation of the Career Education program, an in-service needs assessment questionnaire, and evaluations of prior career in-service programs.

3. Development of objectives for the in-service program. After close study of the above data, the committee develops specific objectives for the in-service efforts in the coming year. This step is crucial, if the program is to achieve maximum return on the time and resources invested in the in-service program.

4. Establishment of specific topics and types of programs to meet in-service program objectives. To reach a maximum number of educators through in-service education, a variety of programs must be designed.

Options include: building level in-service sessions, credit or non-credit workshops, weekend conferences, community resource workshops, and business-labor seminars. Depending on chosen objectives, programs may be designed for particular levels such as elementary or secondary educators or for particular personnel such as counselors or administrators.

5. Development of a timeline for implementing the in-service program. Specific dates for each in-service activity must be established before the next school year begins to allow time for adequate publicity and coordination of resources.

6. Assignment of personnel to assist in planning the separate in-service programs. Depending on their expressed interest and expertise, the Director of Career Education assigns one or two of the Career Education staff to work with the University coordinator in planning each in-service program. Generally, building level programs are planned and conducted by the Career Education coordinator assigned to the particular school.

7. Development of the format and content of in-service programs. Selection of resource people, materials and procedures needed to carry out planned programs is jointly handled by the University coordinator and the Career Education coordinator.

Akron's Career program generally provides the in-service site and materials. The University pays the honorariums for consultants and provides the salary of the Coordinator of Career Education Workshops.

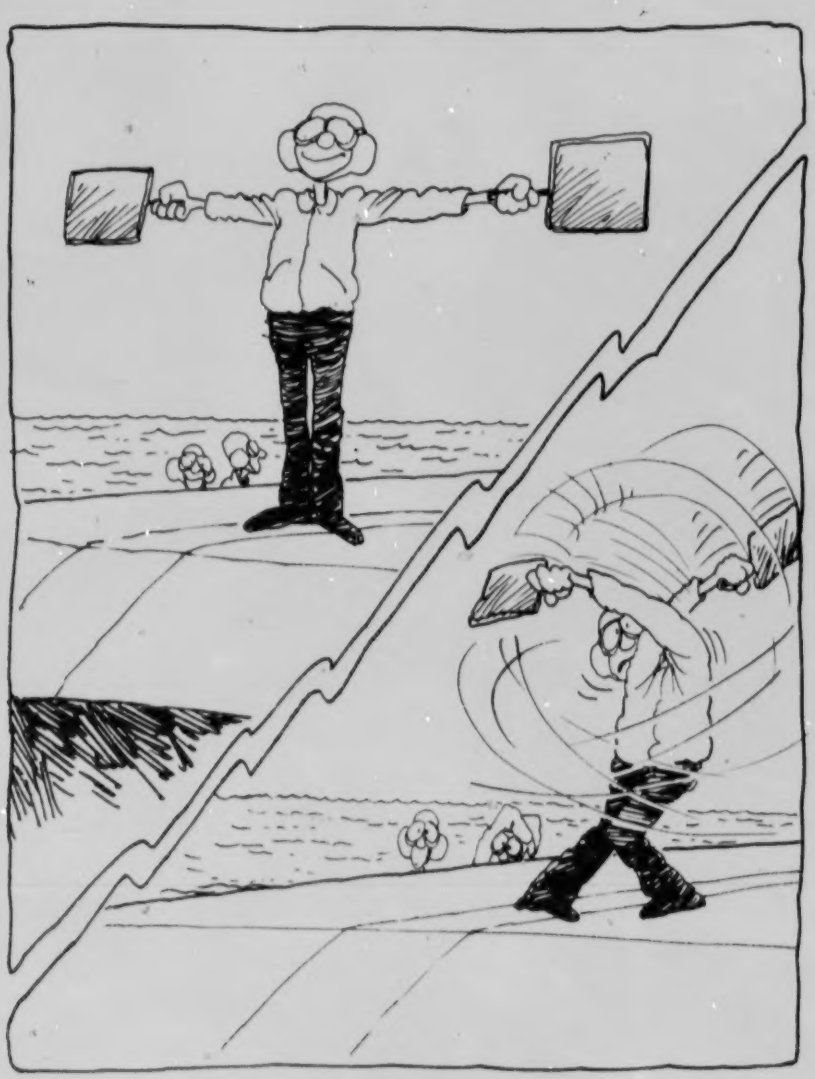
8. Dissemination of the in-service schedule to all educators. A brochure describing the topics and dates of the year's in-service activities is given to all educators in September. One month prior to each in-service program, a descriptive flyer is distributed system-wide; the flyer includes a form which those interested may use for registration.

9. Implementation of the workshops with assigned personnel in charge. An evaluation of each program is conducted by the University coordinator.

10. Evaluation of the in-service program by the in-service planning committee. In addition, teacher reaction to in-service efforts and recommendations for future programs are included in the year-end evaluation of the career program.

11. Revision of the in-service process, if needed, and initial planning for the following year.

In-Service Do's and Dont's



For the consideration of those who are involved in planning and implementing in-service programs, the following list of "do's" and "don't's" is offered. The suggestions are based on local experience, and no claim is offered that they are all-inclusive.

DO'S

Do have a planned program of in-service education. (Those who fail to plan - plan to fail.)

Do obtain the support of central school system administrators and individual building principals who have the authority to make decisions and express commitment to the program.

Do plan in-service programs that are consistent with the theoretical model of the total Career Education Program and the school district's approach to staff development.

Do assign an in-service coordinator responsible for managing people during the planning, implementation, and evaluation of the program.

Do establish objectives for the in-service program that are based on the assessed needs of the target population.

Do establish the in-service program, topics, and dates for the entire school year and communicate this program to the entire faculty and staff early in September.

Do offer a variety of programs: building level, system-wide, college credit workshops, etc.

Do make sure that some in-service programs are planned for groups of educators with unique needs: counselors, administrators, and special education teachers, for example.

Do identify and utilize local educators with expertise in Career Education to serve as resource persons for in-service programs.

Do involve curriculum supervisors, guidance directors, and subject area department heads in program planning.

Do establish linkages with a local college or university to assist in program planning, implementation, and evaluation.

Do establish linkages with the community through agencies such as the local Chamber of Commerce and local Labor Council to assist in identifying and coordinating local resources needed for in-service programs.

Do combine practical applications with theoretical foundations during in-service programs.

Do provide follow-up assistance at the building level for educators attempting to implement Career Education activities learned through in-service programs.

Do make sure well in advance that lecturers and resource persons understand Career Education in general and can therefore relate it to their specific topics.

Do conduct in-service programs in a setting that is conducive to large group meetings, to small group work, and to displays of materials.

Do pay particular attention to educators' preferences for the time of in-service meetings: after school, evening, weekend, or summer.

DON'T'S

Do not attempt to meet the Career Education in-service needs of educators in one or two general programs during the year.

Do not plan Career Education in-service programs in isolation from other efforts toward staff development in the local district.

Do not arrange so many in-service programs that they cannot all be conducted.

Do not present materials or resources unless they are usuable or easily adapted to the existing curriculum.

Do not weight in-service programs with too much lecture or theory which shows little or no application to everyday instruction and guidance.

Do not establish the year's in-service program without carefully analyzing overall program needs and the evaluation results of prior in-service efforts.

Do not initiate an overall in-service program without building in a follow-up plan to determine if participants are implementing Career activities at the building level.

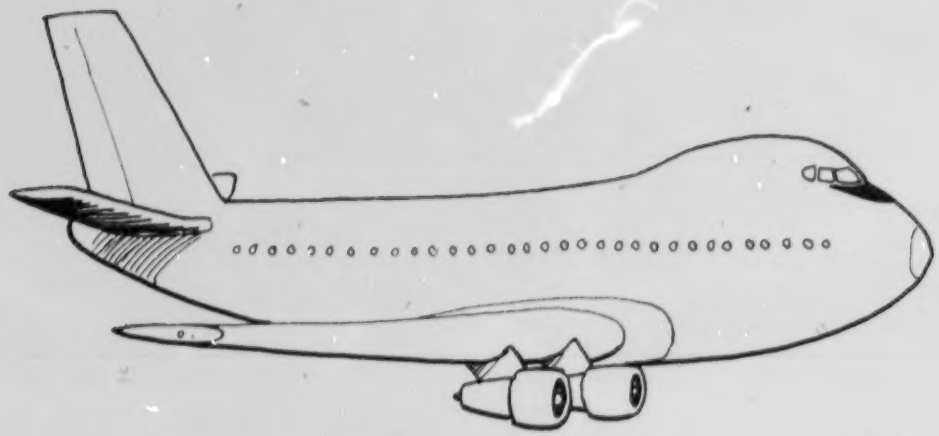
Do not assume that all educators have the same level of understanding of Career Education or learn best by a single method of presentation.

Do not attempt to conduct a comprehensive in-service program without an adequate budget for program plans and for adequate flexibility in case of changes and unexpected circumstances.

Do not engage lecturers without making sure that they can relate to educators, are dynamic, and can connect theory with practice.

COLLABORATION IN NATIONAL PROGRAMS

Not all collaborative programs in Career Education must be organized from the ground up. Sometimes a local school system can join forces with national organizations. A number of them have structured programs that fit in well with Career Education. On the following pages are three examples.



Exploring - Boy Scouts of America

How can students find out if careers they are thinking about are really for them? How can they get "hands on" experience in such occupations as computer operation, airplane repair, hospital work? How can they explore leisure time activities in which they are interested?

One way for schools to implement the exploration goal of Career Education is to collaborate with the Exploring program of the Boy Scouts of America.

A Career-Interest Survey used by the Exploring program enables students to indicate their first and second choices of career and leisure interests. Various survey forms are employed throughout the country. The form used in Akron is reproduced on the following page.

After results of the Survey are compiled, Explorer Posts are set up for each of those career areas and leisure time pursuits in which students have indicated interest. This is done by the local Boy Scout Council in cooperation with appropriate community organizations and their personnel. Students, both male and female, who become members of these Posts can then explore in depth the areas of their expressed interest.

CAREER INTEREST SURVEY

STUDENT: One letter or number in each square, skipping one square for a space. Select First and Second choices from Career Interest list, and Leisure Interests list, and enter the numbers and letters in the corresponding boxes provided.

NAME - LAST (Please Print) | FIRST | INITIAL

ADDRESS - NUMBER & STREET | CITY | ZIP CODE

AGE | GRADE | SCHOOL | M-Male F-Female | CAREER INTEREST First Second | LEISURE INTEREST First Second

After Graduation do you plan to: (Check One)

JR. COLLEGE or COMMUNITY COLLEGE (2 years)	ATTEND COLLEGE (4 years)	ATTEND BUSINESS, TECHNICAL, OR NURSING SCHOOL	GO TO WORK	ENTER MILITARY	NONE	UNDECIDED
☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7

TELEPHONE NUMBER -

Code	Career Title
THE ARTS	
01	Art
02	Commercial Art
03	Dramatics/Theater
04	Interior Design
05	Music
06	Photography
CONSTRUCTION TRADES	
07	Air Conditioning/ Heating
08	Building Construction
09	Carpentry/Woodworking
10	Electrical
11	Painting
12	Plumbing
GOVERNMENT	
13	Fire Service/Rescue
14	Government/Local, State, and Federal
15	Law Enforcement
16	Military
17	Recreation/Park Management
INDUSTRIAL	
18	Aviation/Airline Operation
19	Aviation/Flying/ Testing/Sales
20	Aviation/Hostessing/ Stewardess
21	Aviation/Maintenance/ Mechanics
22	Communications/Telephone
23	Electronics
24	Farm Management
25	Lithography
26	Machinist/Tool & Die
27	Metal and Plastic Fabricating
28	Metallurgy
29	Petroleum (any phase)
30	Printing
31	Transportation/Railroading
32	Transportation/Trucking
33	Welding

Code	Career Title
MEDICAL	
34	Dentistry/Dental Tech.
35	Hospital Administration
36	Medical Technician
37	Medicine/Doctor
38	Nursing/Nursing Aide
39	Optometry
40	Pharmacy
41	Psychology
42	Therapy /Physical/Occupational
43	Veterinary Medicine
PROFESSIONAL	
44	Accounting/CPA
45	Advertising
46	Architecture
47	Athletics (any type)
48	Banking
49	Bookkeeping
50	Broadcasting/Radio/Television
51	Computer Science/Data Processing
52	Cosmetology/Hair Styling/ Barbering
53	Engineering/Chemical
54	Engineering/Civil
55	Engineering/Electrical
56	Engingering/Mechanical
57	Fashion Design/Modeling/ Sewing
58	Floris./Horticulture/ Landscaping
59	Food Management/Dietetics
60	Home Economist/Homemaking
61	Insurance
62	Investments/Stocks/Bonds
63	Journalism/Newspapers
64	Law
65	Management/Business
66	Mathematics
67	Mechanical Drawing/Drafting
68	Meteorology
69	Real Estate
70	Secretarial/Stenography
71	Teaching/School Administration
RETAIL SERVICES	
72	Automobile Repair/Service
73	Hotel/Motel Management

Code	Career Title
74	Purchasing/Marketing/Sales
75	Retailing
SCIENCE	
76	Agriculture
77	Anthropology
78	Archeology
79	Astronautics/Space Science
80	Astronomy
81	Biochemistry/Biology
82	Chemistry
83	Conservation
84	Ecology/Environ. Science
85	Forestry
86	Geology
87	Oceanography
88	Physics
89	Zoology
SOCIAL WELFARE	
90	Clergy/Religion/Relig.Ed.
91	Child Care
92	Sociology/Social Work
93	Youth Leadership

	LESIURE INTEREST
A	African Dance & Culture
B	Archery
C	Baseball
D	Basketball
E	Billiards/Pool
F	Bowling
G	C B Radio/Emergency Service
H	Camp/Hiking/Mountaineering
I	Ceramics
J	Football/Coaching
K	Golf
L	Guns/Markmanship
M	Hunting/Fishing
N	Indian Dancing/Indian Lore
O	Motorcycling
P	Music
Q	Public Speaking
R	Repelling/Spelunking
S	Sailing/Boating/Water Skiing
T	Scuba Diving
U	Sewing
V	Skiing, Snow Mobling
W	Swimming/Diving
X	Tennis
Y	Track and Field
Z	Wrestling and Boxing

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How the Program Works in Akron

In 1976, the Great Trail Council of Boy Scouts of America conducted the Career-Interest Survey in 53 junior and senior high schools in three counties. Among these were six schools in Akron's Career Education program.

Sponsors of Explorer Posts in Akron were: Akron Beacon Journal, Akron Board of Realtors, Akron City Hospital, American Institute of Architects-Akron Chapter, Brouse-McDowell Company, Chesty Puller Marine Corps League, Fairlawn Community Church, Firestone Tire and Rubber Co., General Tire and Rubber Co., B.F. Goodrich Co., Goodyear Aerospace Corporation, Goodyear Tire and Rubber Co., Kenmore United Methodist Church, North Springfield United Presbyterian Church, Summit County Medical Society, The University of Akron, WAKR.

In 1977, planning for a new program year was underway. The following are the steps in the process:

January-February - school personnel direct the filling out of the Cafeer-Interest Survey forms by students in the participating schools. (The form was devised by the computer department of the B.F. Goodrich Company.) Completed forms are collected from the schools by Scouting personnel.

March - Data from the Survey are transferred to key punch cards by data processing students at Akron Garfield High School and by personnel in the computer department of the B.F. Goodrich Co. The computer department then compiles the information from the cards.

April - On the basis of the computerized information, the kinds and numbers of needed Explorer Posts are determined.

Sponsors and leaders for Explorer Posts are recruited from industries, businesses, labor unions, service agencies, churches, military installations, and other organizations willing to develop programs.

May - An information meeting for prospective sponsors is held.

Computer printouts of information relating to students in each school are distributed to administrators of that school.

June-August - Leaders for Explorer Posts are trained.

September-October - "First Nighter" or orientation programs are scheduled for most of the Posts. Two weeks or ten days in advance of each, invitations are sent to interested students by the organization sponsoring the Post. However, Posts are constantly being organized, and invitations to them are not mailed until they are ready to operate.

October-May - Explorer Posts usually hold meetings twice per month in the evenings, but the number of meetings and starting times is determined by the members of each Post.

Rosters of all Explorer Posts are sent to the Career Education office. These contain names of volunteer leaders and Explorers.

December - Career-Interest Survey Forms are distributed to schools for use in January at the start of a new program year.

In 1977, the Akron program is being expanded. The Career-Interest Survey will be administered to all tenth grade students in the senior high schools, including those not in the Career Education program.

Career Education Objective

To provide the opportunity for career exploration or other special activities of high personal interest.

National Exploring Program Objectives

To help young people between the ages of 15 and 20 identify their present and possible future roles as individuals in society.

To offer a planned program of activities related to vocational, social, service, citizenship, outdoor, and personal fitness areas of experience.

To provide the program with an organizational framework that is flexible and relevant to the immediate interests of young adults.

To enlist representatives of business, labor, industrial, professional, service, education, and religious organizations as supporters and participants in the program.

To bring young people into association with adults who can have a positive influence in their lives.

To provide experience in the democratic process by enabling members of each Explorer Post to elect their own officers and to plan and carry out their own program with the help of their leaders and sponsor.

Responsibilities of Boy Scouts of America

To provide Career-Interest Survey forms to participating schools.

To compile lists of students classified according to their expressed interests.

To ascertain kinds and number of Explorer Posts needed for interest areas indicated by students.

To obtain sponsors for Explorer Posts, and, through the national Boy Scout organization, provide to the sponsors annual charters enabling Post operation.

To provide training for Post leaders, both adult and youth.

To establish a schedule of "First Nighter" meetings for the Explorer Posts.

To assist the sponsors in inviting students to join Explorer Posts in which they are interested.

To assist each new Post in developing an annual program prior to the first meeting.

Responsibilities of Schools

To identify teachers and counselors to conduct the Career-Interest Survey.

To collect the completed survey forms.

To encourage students to become members of those Explorer Posts in which they have indicated an interest.

To use the information from the Survey in counseling students.

Adult Comments

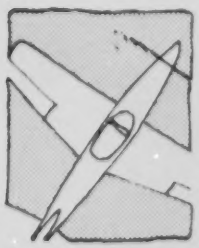
"The computer printouts showing students for each school and their interests have these values: indication of students' interests helps in identifying students for various other exploratory programs;

companies and leaders involved in Exploring are receptive to requests for participation as field trip hosts and as speakers in other aspects of the Career Education program."

"The printouts can also be of value to counselors when helping students select course offerings. For example, a person with an interest in science needs advanced math and science courses; an interest in law indicates that the student should take all optional social studies courses."

"Students complete the Survey in January or February, but Explorer Posts based on their indicated interests are not operative until September, October, or later. In the meantime, students may have forgotten the survey and/or changed their ideas about occupational and recreational interests. Therefore, at the start of the new school year in September, students need a reminder concerning the Survey and the possibility of being invited to join an Explorer Post, if enough other students are interested and if a sponsor can be found."

"Membership in each Explorer Post is open to all interested students, even though they may not have filled out the Survey form. High school counselors continually refer students with particular interests as prospective members of appropriate Explorer Posts."



Other Local Reactions to Program

If "First Nighter" invitations, or list of those receiving them, could be sent to the schools, school people feel that they could then encourage students to participate and could help to solve possible transportation problems.

On the other hand, Scouting personnel feel that there is a motivation factor in having the invitation arrive at the student's home with the return address of the sponsor on the envelope.

School personnel recommend that attendance be taken at Post meetings and that such records be shared with them. If such information were available, Career Educators and counselors could do such follow-up work as encouraging regular attendance at Post meetings, helping with selection of school subjects to be taken by the students, and doing additional counseling.

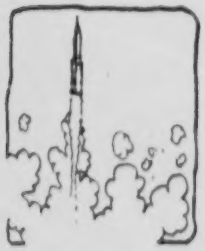
Examples of Exploring Posts

For students in the Engineering and Mathematics Cluster at Central-Hower High School, Goodyear Tire and Rubber Co. organized an Exploring Post in Engineering. Twice a month, students attended Post meetings in the block of time set aside during the school day for their Cluster. Through these meetings, they gained valuable insights into all types of engineering.

Several students at one junior high school expressed interest in an Explorer Post on machine trades. One of their teachers furnished their transportation to the Post activities. As a result, all of them are now enrolled in the machinist program in a senior high school.

Starting in the ninth grade, students at another junior high school are encouraged to attend City Hospital's Medical Careers Post. Students may volunteer throughout the year in areas covered by the hospital staff in Post meetings. They have been given credit for reports on their experiences.

The most outstanding local example of career motivation through an Explorer Post is Paul Cahill, one of the ten national winners in the Westinghouse Talent Search Scholarship Program for 1977.



As a student at Goodyear Junior High School, and with the encouragement of his mathematics teacher and the Career Program coordinator, he became a member of an Explorer Post in Aerospace Engineering sponsored by Goodyear Aerospace Corporation.

Using program equipment installed at the school by the Career Program, he was given access to data in the computer terminal at Goodyear Aerospace. He then developed a computer program for tracking satellites, which won local, state, regional, and national honors in Science Fairs.

Among his awards are: grand prize in the Pittsburgh Science and Engineering Fair; first place at the Ohio Academy of Science Symposium; third place in physics division, International Science and Engineering Fair; and a $4,000 scholarship in the Westinghouse Science Talent Search.

As a result of these awards, Paul participated in two additional Science Fairs: the International Science Fair in Canada and the National Science and Humanities Symposium at the U.S. Military Academy, West Point, N.Y.

Costs Involved

A $3.50 registration fee is required of all students when they decide to participate. All volunteers also pay this fee, whether they be leaders of Exploring Posts or officers of the Exploring Division Volunteer Organization. This fee covers participation for twelve months and is transferrable to any Explorer Post anywhere in the nation. Annual subscription to the magazine, Exploring, is included in the registration fee.

Proposed activities for an Explorer Post may require some expenses for the members. However, the group decides whether or not to incur them and how to handle them.

The Scouting organization handles expenses related to printing the Career-Interest Survey, delivering and collecting the forms, binding and distributing the computer printouts, recruiting sponsors, and training leaders. It also provides liability insurance for adult leaders.

The B.F. Goodrich Company provides personnel and supplies for the computer operations.

Schools provide time and personnel for the administration of the Career-Interest Survey and for follow-up efforts.

The organization sponsoring an Explorer Post covers such costs of operation as meeting room, materials, security, etc.

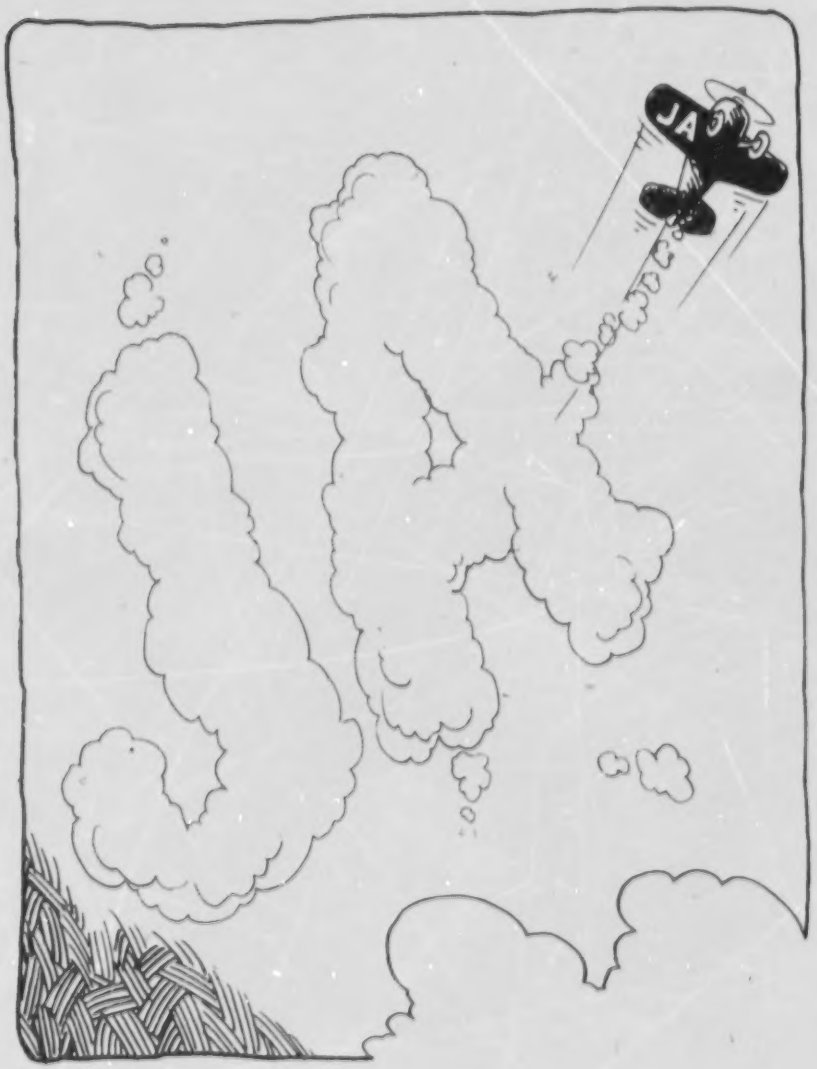
Volunteers donate their time for leadership of the program.

For Further Information and Assistance

Those interested in Exploring should get in touch with the Boy Scout Council in their locality. Or, they may call or write:

Exploring Division
Boy Scouts of America
North Brunswick, New Jersey 08902
201-249-6000

Project Business - Junior Achievement



A job is not just a job. It's part of the total economic system. Therefore, Economics is one of the seven developmental areas in Career Education. The Junior Achievement program called Project Business deals with the American economic system. Collaboration with this program can help to fulfill Career Education's objectives for education about economics. Project Business is intended for eighth or ninth grade students.

How the Program Works in Akron

Consultants are chosen on the basis of:

- successful experience in the business world;
- enthusiasm and commitment;
- positive attitude toward the American business system;
- understanding of the fundamentals of economics;
- desire to improve the image of business.

During the preliminary workshop, teachers and consultants begin joint planning. Consultants are briefed on:

- adapting printed materials for use by ninth graders;
- ways to motivate students;
- activities to make the subject interesting to students;
- the need to consult with the teacher about the abilities and interests of students in a particular class;
- importance of preparing students for field trips;
- relation of this project to the total Career Program.

Teachers are asked to:

prepare students before the project begins by promoting positive attitudes toward it;
do preparation and follow-up before each session;
help the consultant by
- devising a quick way to identify students by name;
- encouraging questions from students;
- structuring curriculum so that consultant visits tie in with subject matter;
- giving information on students and their interests;
- advising on methods of presentation;
- maintaining discipline;
- evaluating presentations in terms of pupil response.

Each consultant meets with his or her class once per week for seventeen weeks from February through May. The day of the week is arranged by agreement between the consultant and the classroom teacher. The first week is for introduction and the seventeenth for follow-up and some information about the regular Junior Achievement program.

During the intervening fifteen weeks, consultants devote three classroom sessions to each of five topics most appropriate to the subject matter and/or most interesting to students. Topics are selected from the seven in the instruction manual: Economics, the American Economy, Money and Banking, the Market System, Financial Statements, Choosing a Career, Consumerism.

In dealing with each of the five topics, consultants follow the basic plan recommended by Project Business:

First week - "Dialogue" - exploration of the topic to establish a base of information;

Second week - "Action" - a field trip to a business site appropriate to the topic, use of visual aids, or a talk by a resource person from the business community;
Third week - "Career Exploration" - identification of types of careers in the business visited or described and of the education needed to qualify for those positions.

A Junior Achievement staff member provides for the consultants a list of potential field trip sites. Each consultant then makes the contact and necessary arrangements with those organizations appropriate for his/her class to visit. The school system arranges transportation to the field trip site and provides supervision for the students.

Each teacher and consultant team meets weekly to evaluate the past session and to plan for the next.

Certificates of achievement are awarded at the end of the project to students who have met criteria previously determined by each teacher-consultant team.

Objectives

To enable junior high students to know more about the American private enterprise system.

To show students why business is an essential part of community life.

To relate classroom study to the actual workings of business through supplemental observation of local businesses and subsequent classroom discussion of the observation.

To broaden student awareness of careers in the real world of work.

To increase understanding of how individuals can make proper job preparation in accordance with employer expectations.

To become aware of some of the ingredients for success on the job.

To realize practical applications of subject matter and the importance of communication skills on the job.

To appreciate the interdependence of the business world, the education world, and the community at large.

Responsibilities of Junior Achievement Project Business Committee

To recruit consultants from the business community, each of whom can teach one class in a designated school once per week during one semester.

To provide the instructional materials published by Junior Achievement for students, together with a consultant's manual and a consultant's key to the student manual.

To arrange, cooperatively with schools, a workshop at which consultants will receive a general briefing about the program and will confer with the regular classroom teachers about the students and about combining their instruction with the subject matter of the students' courses.

Responsibilities of School Staff Members

To select the school buildings, as well as the classes and teachers within those buildings, to be involved in the program.

To participate in organizing the workshop for consultants and teachers.

To handle class coverage during the time the classroom teachers are attending the workshop and are accompanying their students on field trips.

Adult Comments

"Project Business is most successful when there is genuine joint planning by teacher and consultant and when there is constant and efficient communication between the Junior Achievement office and the schools."

"Project Business administrators must take care to arrange activities in conformity with the school system's policies and procedures."

"It is important to do Project Business in classes where the regular subject matter lends itself to integration with the content of Project Business."

"Another very important ingredient is a creative, flexible teacher who can integrate the work of the consultant with regular class study in ways that make sense to the student. Another essential ingredient is an effective consultant."

"The consultant needs to be someone who genuinely likes young people and has a general understanding of the business system."

"The program is an exciting way to motivate students toward making career choices."

"It opened doors in the community that had never been open before."

Student Comments

"Project Business is a very helpful project; it has showed me some things I never knew before. The field trips showed me a lot also, and they showed me where I could go to get a job. I like our consultant very much and I hope to be as successful as he is some day."

"I think this is a good vocational as well as growing-up experience. Our consultant is a kind gentleman. You don't see too many people like him."

"I really enjoyed Project Business because I learned different things and we got to go to some exciting places."

"It was super."

"I like the trips a whole lot, and I would like to go on some more."

Other Local Reactions to the Program

Some local educators and consultants feel that the student manual needs to be simplified for the age group at which it is directed. The National Project Business Committee feels that teachers and consultants can adapt the manual as it stands, according to the interests and educational levels of the students. The national committee is composed of educational leaders and administrators, teachers, and Junior Achievement staff members.

One teacher, while stressing the need for simplification, praised the manual for the correlation of values clarification, English, and career information. She also suggested extending the glossary to include more terms such as consumerism.

Costs Involved

Materials for students and consultants furnished through contributions of business and industry to Junior Achievement.

Consultants' time away from their jobs. (Covered by employers.)

In-service for consultants and teachers. (Shared by the school system and by Junior Achievement; expenses can be minimal if the workshop is held in a school building after school hours or at Junior Achievement headquarters or in some other free community facility.)

Transportation for students, consultants and teachers to field trip sites. (Handled by school system.)

For Help in Starting This Program

Those interested should write or call the local Junior Achievement office, or write or call:

Junior Achievement, Inc.
Project Business Division
550 Sumner Street
Stamford, Connecticut 06901
203-359-2970

Vocational Exploration Program

National Alliance of Businessmen

and

AFL-CIO Human Resources Development Institute

This summer program enables employers and unions to hire a number of disadvantaged young people. It also provides the opportunity to explore various occupations at the employers' facilities and to understand the forces that operate in the world of work.

VEP was organized in Akron for the first time in 1977. It had begun in 1976 in 18 cities throughout the nation and was expanded to 54 urban areas in 1977.

Sponsors are the National Alliance of Businessmen and the AFL-CIO Human Resources Development Institute by direct contract with the Department of Labor and funded under the Comprehensive Employment and Training Act of 1973.

How the Program Works in Akron

The local offices of NAB and HRDI were responsible for finding organizations to take part in the program and for monitoring it. Career Education staff members, along with school counselors, assisted with identification of students who were not only interested but eligible.

Young persons participating had to be economically disadvantaged and between the ages of 16 and 21.

Recruits were mainly in the eleventh or twelfth grade or out of school. Some were "walk ins", who had heard or read announcements of the program; others were referred by schools, agencies, or individuals. All received application forms to fill out.

After completing the applications, prospective participants were interviewed June 6 through June 17. Interviewers determined the applicants' degree of motivation and interest and made assignments to available openings. The local CETA office certified income eligibility.

Described below are the two segments of the program in Akron, which lasted from June 27 to August 19.

The Akron Labor Council, AFL-CIO sponsored and operated an "umbrella" VEP program. An "umbrella" VEP consists of an organization acting as sub-contractor with NAB/HRDI that undertakes to place applicants with various other employers and organizations.

The 160 enrollees in the "umbrella" VEP sponsored by the Akron Labor Council worked five days per week for a total of 200 hours at $2.30 per hour. Arrangements were made to pick up participants at their schools and transport them to the work places. Six coordinators were hired to supervise the program.

Local organizations assisting the Council in placement were local labor credit unions, International Chemical Workers Union, United Rubber Workers International Union, Laborers Union Local #894, Retail Clerks Union Local #698, United Rubber Workers Locals #5 and #7, United Steel Workers, City of Akron Fire Department, Summit County (all departments), United Way, City of Cuyahoga Falls, Blue Cross of Ohio, area day care centers, and the City of Twinsburg.

The Akron Labor Council program consisted of:

> 50 hours devoted to employer orientation, career exploration, succeeding on the job, payroll system, budgeting income, equal employment opportunity, labor-management relations, community relations, free enterprise system and practices;
>
> 150 hours for manufacturing, personnel, accounting, marketing, shipping and receiving, training, health and safety, operations and planning, product development, collective bargaining agreements, and local union organization structure.

The Federation of Musicians Local #24 also participated in the Akron Labor Council program. Forty applicants were given experience in all phases of music involving group performances, plus demonstrations, lectures, and individual instruction. Twenty young people were introduced to other performing arts such as drama, dancing, theater management and administration, etc.

Participating organizations in the music component included the Akron Art Institute, the Akron Museum of Natural History, the Children's Zoo, the Children's Museum, the Akron Civic Theatre, the Weathervane Theater, Stan Hywet, and E.J. Thomas Performing Arts Hall.

A free concert was given by the VEP music and band students at the end of the program to demonstrate abilities acquired during the program.

Goodyear Tire and Rubber Company, through its Training Department, provided slots for 15 participants to work 120 hours at $2.30 per hour. In addition, transportation allowances were given. Goodyear provided its own coordinator.

Included in the Goodyear program were:

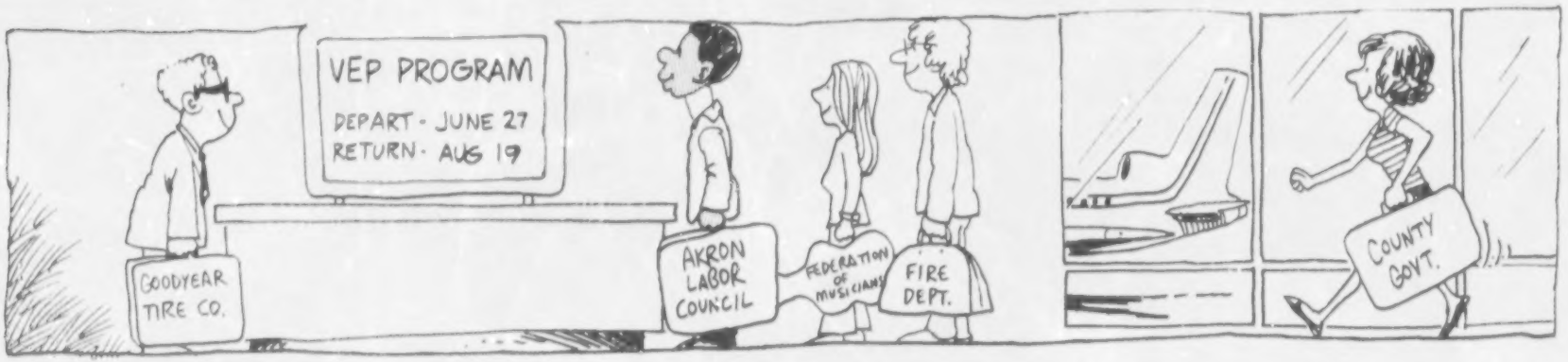
> 58 hours on employer orientation, vocational guidance, career exploration, educational requirements of industry, employer job interview system, payroll system, equal employment opportunity, labor management relations, collective bargaining system and practices;
>
> 62 hours for manufacturing, shipping and receiving, training, health and safety, plant security, operations and planning, public affairs, and local union organization structure.

For Further Information

Business or labor organizations wishing to become involved in a VEP program should first contact the local NAB or HRDI offices. They can provide specific guidelines, assistance in designing a program, and aid with the application.

An alternative is to write or call the national offices of these organizations:

> National Alliance of Businessmen
> 1730 K Street, NW
> Washington, DC 20006
> 202-254-7146
>
> AFL-CIO Human Resources Development Institute
> 815 Sixteenth Street, NW
> Washington, DC 20006
> 202-638-3912



Youth Motivational Task Force

National Alliance of Businessmen

How do you encourage young people to think about a realistic career choice? How do you motivate them to prepare for that choice? How do you get them to stay in school where they can do the preparing?

One way to help answer those questions is to collaborate with the Youth Motivational Task Force sponsored by the National Alliance of Businessmen.

How the Program Works in Akron

Task Force coordinators meet early in the fall to decide on the presenters for each building. Consideration is given to school requests for representatives of particular occupations. Other criteria used in assigning presenters are:

no more than two persons in the same occupation in the same school;
as many women as men;
a balanced representation of ethnic groups.

In 1976-77, Task Force members represented 60 labor organizations, government and social service agencies as well as businesses and industries.

The training session for presenters is held in November and is jointly planned and implemented by the Task Force and by Career Program personnel. After the general session, presenters meet with the school and Task Force coordinators for the building in which they will be speaking. At this time presenters are informed about such items as the following:

special focus for the year (attendance in 1976-1977);
advice on making presentations (the importance of using visuals and handouts is stressed);
demonstrations by experienced presenters;
general information about ninth grade subjects and senior high progams students will be entering;
exact days for the presentations in individual buildings;
communication system between coordinators and presenters.

Each teacher prepares information about the ability level and general aspirations of students in the class to be visited. Speakers can then prepare motivational remarks accordingly.

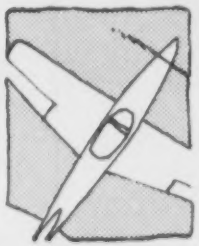
All teachers are urged and reminded to prepare students for the talks and also to do follow-up work. School coordinators provide ideas for these steps in the procedure, especially for inexperienced teachers.

A preliminary visit to the building is arranged for the presenters in order to orient them to the school plant and to give an opportunity to meet the principal, teachers, counselors, and students.

Presenters visit their assigned schools on one specified day in each of three consecutive months. They may also return during the fourth month, at a time suited to their convenience, to talk with students especially interested in their particular careers.

Evaluation forms are filled out by students and teachers after each of the three rounds of presentations in each building. School personnel compile the results. This information is valuable to let the presenters know the reactions to their talks and possible areas of improvement. It also helps Task Force coordinators in planning the program for the following year.

In April, the National Alliance of Businessmen sponsors an appreciation dinner for the presenters. The program consists of one or two short speeches and the presentation of certificates to first year participants and other mementos of appreciation for those who have been in the program two or more years.



Ideas That Work

The specific classes in which each presenter is to appear may be arranged beforehand for all three scheduled visits. As an alternative, only the first round of visits is prescheduled; teacher preference for occupations to be presented may then be accounted for in the second and third rounds.

Students may be selected to help with the program. They can conduct tours of the building during the preliminary visit. They may also meet the speakers on the mornings of their presentations, escort them to the appointed rooms, and introduce them to fellow class members.

The team of two speakers per class has proved successful, although each may feel that his time is too limited. Not only does this system almost always guarantee that at least one person is present on the appointed day, but also the inexperienced speaker feels more

In addition to preparing resumes, Task Force members may provide pictures of themselves at work. These can be posted on the school bulletin board before the date of the first presentation.

During the optional fourth visit, students choose the Task Force members they wish to interview.

As an alternative, a survey of student interests may be taken after the third visit. On the basis of the survey, students showing high interest in particular occupations may be scheduled to interview the presenters and/or visit them at their work sites. (Usually, no more than five or six students per group participate in these sessions.)

Objectives

Most importantly, to bring students into direct contact with persons who are working successfully in a wide range of occupations.

To emphasize the need to stay in school, at least until high school graduation, and to make good use of learning opportunities offered, including proficiency in basic skills.

To underline the importance of developing good work habits and good attendance patterns while in school as preparation for all jobs.

To acquaint students with the variety of career opportunities available in the community.

To provide first hand observation of work roles for students interested in particular vocations.

Task Force Responsibilities

To recruit enough employed persons to form teams of two, plus several substitutes, for the classes involved in each school.

To provide for each school a coordinator who communicates with the presenters and schedules them into classes.

To insure that men and women who will make class presentations represent a variety of occupations at many levels of employment.

To arrange, with school cooperation, a training session for the presenters.

To provide resumes about the presenters in order that teachers can prepare classes for the presentations.

School Responsibilities

To assign, for each building in which Task Force representatives will make presentations, a school person to do liaison work between Task Force and school personnel.

To identify the classes to hear the presentations (all home room groups; or all first period classes; or all classes of one subject - ninth grade English, for example.)

To cooperate in designing a workshop for the training of Task Force members in such matters as motivational and instructional techniques.

To provide information about schedules and student personnel in the various classes to be visited.

To acquaint teachers in designated buildings and classes with the program, how it will work, and their roles in the process.

To arrange at least one orientation meeting between presenters and teachers in each building involved in the program.

Comments

"This is an excellent, well-structured program. Most teachers and students like it."

"The greater the diversity of occupations represented by the speakers,the greater is the benefit for the students."

"The Task Force seeks to motivate young people about all types of jobs, blue collar and white collar. An effort is made to utilize laborers in the program, but there are problems for them in leaving their jobs. One solution is to show slides picturing such workers on the job in the company the presenter represents. Students have been receptive to this approach and have asked questions about such employment."

"The program permits children to see worthy role models, always a beneficial experience."

"It is essential that teachers stay in their rooms during the presentations, not only to handle possible behavior problems, but also to be prepared for effective follow-up work with their students."

"Enlisting Task Force members and arranging with their employers for their participation was difficult during the first two years, although the local office of the National Alliance of Businessmen was very helpful in securing employer cooperation. Since then, presenters have become recruiters, with the result that all places were filled by volunteers in 1976-77."

"Task Force members are often willing to contribute to other aspects of the Career Education program."

"From the Task Force point of view, it is preferable to speak in groups that meet at the beginning of the school day, because the presenters need to take less time from their working day."

"A problem is unavoidable absenteeism among presenters, although if only one member of a team appears, he or she can usually make good use of the whole period."

Costs Involved

Pay for Task Force members while away from their work for participation in the program. (Covered by employers.)

Expenses of the training workshop for Task Force members and school coordinators. (These costs will be minimal if the workshop is held after school in a school building. Since morning hours are preferable, obtaining a free community meeting room may be possible to hold down costs; if the workshop is held in the morning, the school system must absorb the cost of having school personnel away from their work.)

Transportation of students to career exploration sites, if this is included in the program. (Handled by the school.)

Appreciation dinner for Task Force members as well as school coordinators and principals. (Covered by National Alliance of Businessmen.)

Expenses of correspondence between Task Force coordinators and presenters. (Absorbed by employers of the coordinators.)

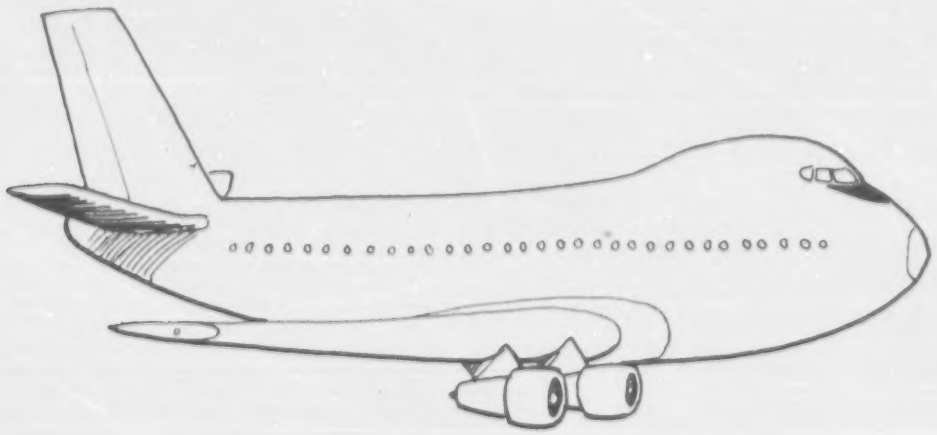
For Help in Starting This Program

Those interested should call the local metro director of the National Alliance of Businessmen, or write or call:

Vice President, Youth Programs
National Alliance of Businessmen
1730 K Street, NW
Washington, DC 20006
202-343-7205

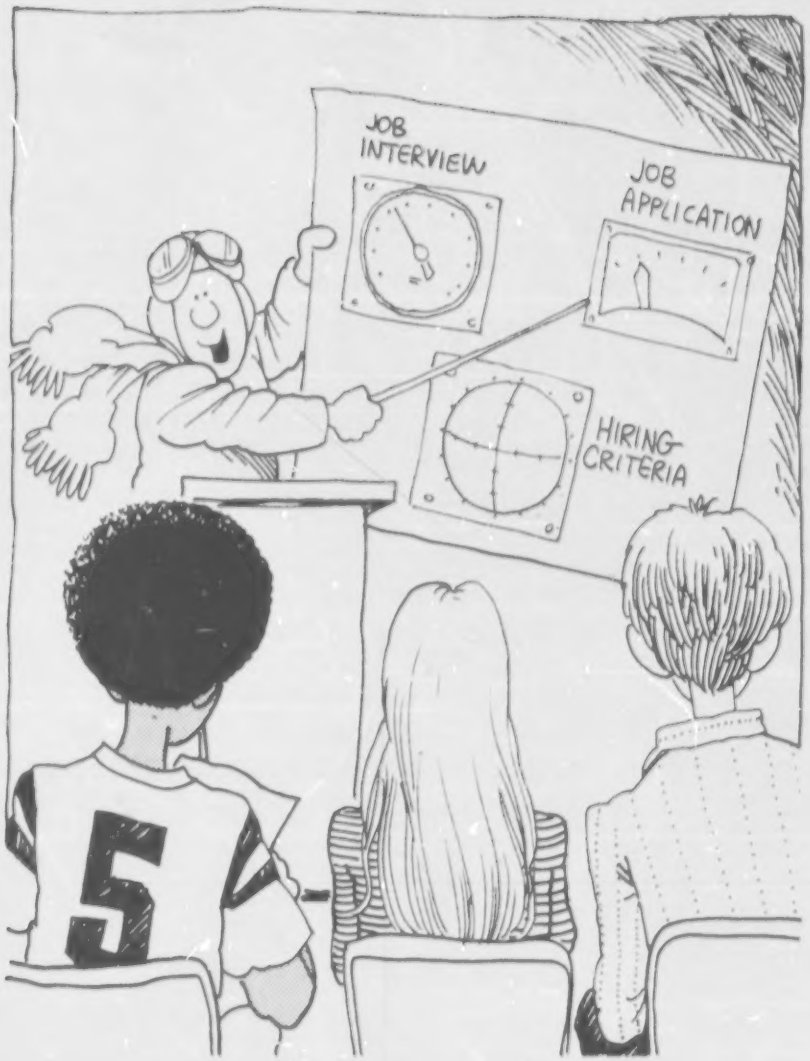
COLLABORATION IN LOCAL PROGRAMS OF NATIONAL ORGANIZATIONS

Some national organizations encourage local chapters or branches or offices to collaborate with local school systems. In some cases, national organizations have prepared programs and materials whose objectives fit with Career Education and which are available to all teachers for the asking. Examples are the Bell Telephone Co., McDonald's Hamburgers, Church's Chicken, the National Dairy Council, the 4-H Program of the U.S. Department of Agriculture Extension Service. In other cases, the local organization will collaborate in the development of a program that dovetails with Career Education. On the following pages are three examples of the latter.



American Society for Personnel Administration

Akron Chapter



Job seeking, job getting, job holding. These are among the skils that Career Education seeks to develop. Aiding in the achievement of this objective in Akron are members of the local chapter of the American Society for Personnel Administration (ASPA). The collaboration is called the Job Readiness Program and is carried on for the benefit of tenth grade students.

How the Program Works in Akron

ASPA participants are usually responsible for two classes. They visit each class twice, with approximately one month of elapsed time between each visit.

Before the first class meeting, each ASPA member and each teacher are given information that will enable them to meet, or talk on the telephone, concerning plans for the class sessions.

On the first visit, the ASPA member discusses such topics as the following: importance of the high school record, importance and advantages of continuing education, do's and don't's on the job, filling out an application, preparation and use of a resume, the interview process.

The ASPA member leaves application forms for hourly and/or salaried employees. These are filled out by class members. When the application forms are completed, the teacher sends them to the ASPA representative. The latter examines the applications and selects the three most satisfactory ones.

On the second visit, the ASPA representative gives a general critique of the applications and explains the basis on which three were selected as most satisfactory. If possible, comments are written on all the applications before they are returned to the students.

The authors of the three selected applications then participate in mock interviews. The ASPA member explains which student would be hired and the reasons for this choice.

The student selected for "hiring" may be invited to visit the organization by whom the ASPA representative is employed. At that time, the student goes through the procedure followed during the first day on the job, or some variation of the process. This experience may then be reported back to fellow class members. The visit is an optional part of the program; it depends on the flexibility of the ASPA member's schedule and the employer organization's ability to provide such assistance.

In 1977, ASPA members participating in the program were employees of the following: Akron National Bank; Babcock and Wilcox Co.; City of Akron; East Ohio Gas Co.; Firestone Tire & Rubber Co.; General Tire & Rubber Co.; George Myers and Associates; Goodyear Tire & Rubber Co.; McClure Employment Services; McNeil Corporation; Myers Industries, Inc.; Ohio Bureau of Employment Services; PPG Industries, Inc.; Urban League of Akron; Vocational Development Center.

Job Readiness Program Objectives

To give students insight into the job-seeking process.

To inform students about the criteria employers consider in hiring personnel: attendance, attitude, achievement, and appearance.

To discuss application forms and information needed to complete them.

To stress the importance of communication skills, both written and verbal, in applying for employment.

To provide students with knowledge of the interview process.

To use role-playing as a means of giving experience in being interviewed.

To motivate students to improve their job readiness skills.

To enable representative students to visit community business organizations and to observe their operations.

Responsibilities of American Society for Personnel Administration (ASPA)

To appoint a chairman to coordinate the details of the program.

To recruit enough ASPA members to cover the tenth grade classes in the schools to be included in the program.

To help the Career Education staff in arranging for ASPA participants to meet and learn how the program works.

To schedule ASPA participants into the classes to be involved.

To handle necessary communications with participants and with the schools regarding details of the program.

Responsibilities of Career Education Staff

To help arrange the meeting which explains the program.

To provide information about time schedule of classes and planning time of teachers to be involved.

To inform classroom teachers concerning details of the program.

To request that teachers

prepare students for visits by ASPA representatives;
have students prepare questions to ask;
require students to complete application forms;
return these forms to the ASPA representatives who visited each of their classes;
provide follow-up for each visitation;
ask students who visit companies to report their experiences;
work further with students on improving job readiness skills.

Adult Comments

"The program is an excellent one. Its success depends heavily upon the teacher's involvement in preparing the students for participation in the sessions and in assisting them with the filling out of the application forms."

"Principals must first be sold on the program if it is to succeed."

"The teachers are delighted with the program after it takes place. They realize that it reinforces their classroom instruction and motivates students to improve their language skills."

"It is helpful if applications can be filled in and returned within the same grading period."

Student Comments

"You should speak clearly, never chew gum during an interview, and answer all the interviewer's questions truthfully."

I learned how an interview is really held, and what is important about your appearance."

"I think the visit was very educational because the students were enlightened about looking for a job, finding one, applying for one, how to dress for an interview, how to act on the job."

"There are many job opportunities because so many different fields of work are open, but there may be overpopulation in a particular field and a great need in another."

"Being on time makes a good impression. Go in the office with confidence. Let them know just how much you want the job, but don't be too eager. Don't ask about how much you will be making."

"When you apply for a job, they will probably go back and look into your records to find out about your attendance and the like."

"You need to have a Social Security number."

"You should tell them about past job experiences and what kind of work you like. Most important, you should know how to fill out a job application and do it neatly."

"I learned many things about job interviews. First of all, through my 'mock interview', I learned that you should have some idea of what kind of job you want and have a positive attitude towards getting that job. Most important, you should answer the interviewer's questions in full detail and not just yes, no, or maybe. In shaking the interviewer's hand, you should give a firm grip. The way you shake hands is supposed to show what kind of person you are."

Costs Involved

Application blanks are provided by ASPA participants at no cost.

Released time for ASPA participants to cooperate in planning and to visit schools is provided by their employers, who also donate the time of any additional personnel involved when on-site visits are made.

Expenses of correspondence with ASPA members are covered by the employer of the ASPA chairperson.

Career Education Program representatives spend time in planning with ASPA participants, in scheduling, and in doing liaison work with teachers and school administrators.

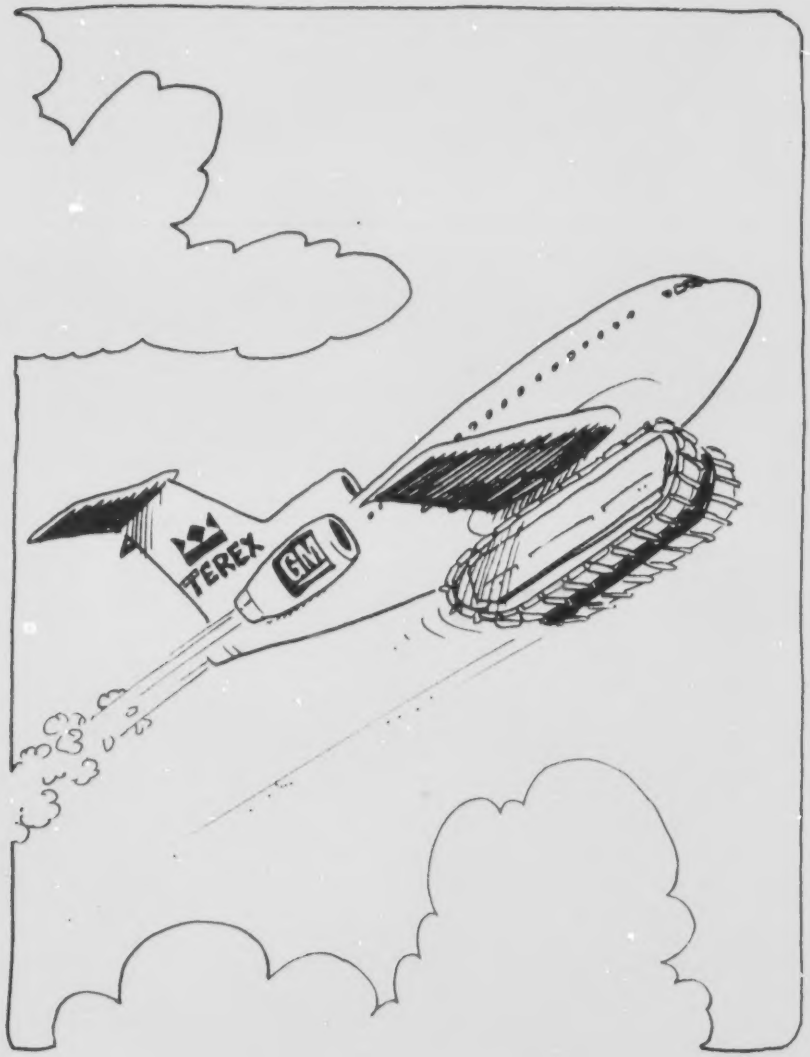
For Help in Starting A Similar Program

Consult with your local chapter of the American Society for Personnel Administration. Each chapter devises its own community service projects. Another possibility is that local personnel officers may be willing to collaborate, even if no ASPA chapter has been organized.

If further information about the Akron program is desired before consulting with local personnel people, write to:

Mr. Nicholas Topougis, Director
Career Education Programs
Akron Public Schools
70 N. Broadway
Akron, Ohio 44308

General Motors - Terex Division



Interdependence of workers. Specialization of work. To reinforce these and related concepts, the ideal way is to visit a manufacturing plant. For the Akron Career Education Program, the Terex Division of General Motors in Hudson, Ohio, provides an appropriate setting for the experience.

Similar opportunities exist in other places in the country, because General Motors is committed to the support of Career Education at both national and local levels.

How the Program Works in Akron

Before any student visits were made, the Career Education staff toured Terex and discussed with the plant management possible experiences for students. The educators then developed and submitted to Terex their objectives as well as proposed visit activities for each grade level.

During the 1975-1976 school year, the following visits were made by Akron students to the Terex plant:

Grade 1 - Students in two groups visited the fire department, health, and security areas. Students were permitted to see the fire truck and to use the fire extinguisher. Uses of the first aid cart and of the TV for security and safety were explained.

Grade 2 - After a discussion of the importance of safety, each child was given safety glasses to wear during a motorized tour of the plant. Welding, painting and packing areas were included.

Grade 3 - After seeing slides and being told about the plant operations, the students saw assembly line procedures.

Grade 4 - A bus tour of the area was used to explain why the Terex plant was located where it is. Emphasis was placed on transportation facilities: railroad, turnpike, other roads, etc.

Grade 5 - In two groups, students toured the plant. They paid special attention to safety, security, and computer areas. Students also had "hands on" experience with computers and typewriters.

Grade 6 - After a tour through the research division, students heard a talk on principles of physics underlying research. They learned about careers in mechanics, engineering, and computer work.

Grade 7 - Students heard about the history of the company and educational opportunities available through General Motors. They then took a motorized tour of the plant. Job areas explained were mechanical and industrial engineering, production management and metallurgy.

Grade 8 - Students observed large testing equipment and scale models of earth moving vehicles. They not only saw drafting equipment but were given a chance to use it. Reasons why industry prefers use of the metric system were explained.

Grades 9 and 10 - After being divided into groups according to their choices of areas, students visited these departments: health, management, engineering, business and office, computer operations, and accounting.

Grades 11 and 12 - Students especially interested in engineering explored drafting and research test facilities. Stress was put on the educational backgrounds needed for mechanical and electrical engineering, as well as ability to design equipment for testing machinery. Students were able to touch equipment and examine test materials.

During 1976-1977, Akron was limited to four visits, two elementary and two secondary. This reduction was made necessary by the Terex Division's commitment to other school systems and to the children of their employees.

Both of the Akron elementary visits were made by groups from one elementary school who were interested in observing the assembly line process as a supplement to their classroom studies.

The two secondary groups were composed of students from the Intensified Career Exploration program at two senior high schools. Upon arrival, each group was divided into subgroups to visit the follow departments: Data Processing, Secretarial Work, Machine Shop-Welding, Medical-Nursing, Accounting, Engineering, Safety and Security. Information was given concerning the General Motors Institute which offers a five-year educational program leading to bachelor degrees in Engineering and Industrial Administration.

Objectives of the Terex Division

To give a better perspective of Terex as a community within which many kinds of workers contribute toward a common goal.

To show Terex as a concerned and vital part of the local and national community and society.

To contribute toward a greater openness of communication between industry and the public.

To indicate expectations for future employment in the industry.

To help in the task of preparing students for employment.

To stimulate student interest in industrial careers.

Objectives of Akron Career Program - General

To relate curriculum content, particularly at the elementary level, to a working community such as General Motors.

To implement for secondary students the orientation and exploration goals of Career Education by means of experiences in an industrial setting.

Objectives of Akron Career Program - Specific

Grade 1 - To illustrate the social studies unit on community helpers; to emphasize that Terex is a small community in itself.

Grade 2 - To supplement the study of safety in science and health units; to become aware that learning safety rules is important at school, in the home, and on the job.

Grade 3 - To reinforce the social studies unit on interdependence of people; to emphasize the interdependence of workers on the production line.

Grade 4 - To enhance the study of Ohio and its natural resources in social studies and science.

Grade 5 - To correlate with mathematics and art by showing the use of these subjects in the office operation and production areas.

Grade 6 - To enhance the study of science and mathematics; to demonstrate the use of physics and mathematics in the testing and development of equipment.

Grade 7 - To supplement the social studies unit on Ohio's industrial development; to show how industry and commerce are of continued importance in the development of Ohio.

Grade 8 - To correlate with units of study in mathematics and drafting; to identify minimum to maximum educational requirements of jobs in research, development, and computer areas.

Grades 9 and 10 - To provide exploration experiences for small groups of students in areas of their interests.

Grades 11 and 12 - To continue the focus on student interest areas with more concentration on individual student needs.

Comments

From Terex personnel:

"The ideal number for a visiting group is 20-25 students."

"Student letters that indicate what was learned from the experience are appreciated and are helpful."

"Tangible results in the form of applications to work for GM or to enter the General Motors Institute are hoped for. However, it will be several years before this kind of success can be ascertained."

"There are some problems that result from unavoidable absenteeism, both on the part of students and on the part of employees designated to participate in the program."

"Continued experience with the program indicates better preparation of students: how to dress, what to look for, questions to ask."

"Arriving on time is important; highly paid employees become reluctant to continue in the program if they must waste time waiting for tardy students."

From elementary teachers, 1975-1976:

"The first grade classes needed some explanation about the plant and what is made there before seeing specific areas. The students needed more experiences in handling such items as the safety shoes."

"The talk was geared toward older students. Second graders would have liked a closer look at the assembly line, safety measures permitting, and information on preparation for some of the jobs."

"The GMI student guide was really in tune with the third graders, but the children would have liked some kind of 'hands on' experience."

"The fifth grade experience tied in with math and social studies and added depth and meaning to these curriculum areas."

"Sixth graders had a nicely set-up tour and program."

From secondary teachers, 1975-1976:

"Seventh graders were especially responsive to the areas of metallurgy. Through questioning, they became aware of the amount of preparation necessary to become a metallurgist and they enjoyed their experience in the metallurgy lab."

"Those with whom we came in contact did an excellent job of speaking with the seventh grade students at a level they could comprehend."

"The program was well organized, but it was oriented toward giving a tour and not toward simple activities in each specific area."

"We would like to go again next year. It was the best field trip to a test facility that we had all year."

From secondary teachers, 1977:

"This is a good, well-organized experience."

"More flexibility in the number permitted to visit each department would make it possible for more students to see their first choice of occupational area."

"Students were especially enthusiastic about departments where they could observe work being done rather than listen to a description of it."

"Visiting GM-Terex provides a good example of how a large factory is run and the kind of environment in which the work is done."

"A short, general presentation about the total work of the factory could precede the division of students into groups for visiting particular areas. This might be done through slides shown at the factory or at the school. Such a procedure could demonstrate relationships of work areas."

From elementary teachers, 1977:

"The experience was very worthwhile. Because it was part of a unit of classroom study, students were well-prepared. Furthermore, teachers were able to have the train ride stopped at certain places, while they related what was being seen to what was being studied."

"The visit resulted in a bulletin board highlighting what was learned: cooperation and interdependence of workers, safety, and profit-making."

"Another result was a mini factory. On a classroom assembly line, students produced 'candy men' that they sold in the school."

GENERAL MOTORS AND CAREER EDUCATION

GM feels that Career Education can contribute to the success of General Motors by developing potential employees with better entry-level skills; positive work habits; better academic skills; deeper appreciation of the corporation's contributions to society; greater understanding of, and appreciation for, the free market system.

As a major employer and corporate citizen, General Motors feels a responsibility to assist education to meet Career Education objectives at all levels. This assistance may include, but not necessarily be restricted to

providing classroom speakers and panelists;
organizing career-oriented plant and facility visits;
cooperating in the design of curricula for various careers;
holding career orientation programs for teachers and counselors;
providing Career Education materials such as booklets, charts, films, and displays.

In Ohio alone, GM has twelve "plant cities" which were engaged in collaborative activities with twenty school systems besides Akron during the 1975-1976 school year.

For Further Information

School systems wishing further information about General Motors programs in collaboration with Career Education should contact:

Willard Cheek, Program Chairman
Manager, Educational Relations
General Motors Building, Room 11-266
Detroit, Michigan 48202
313-556-2085

Labor Education Advancement Program

Urban League

Opportunities are expanding for women and for members of minority groups in the work force. How can students be made aware of the possibilities now and in the future? Help for Career Educators in answering that question is available in a number of urban areas through collaboration with the Labor Educational Advancement Program (LEAP) of the Urban League.

LEAP is an apprenticeship outreach program funded through the Department of Labor, contracted to the National Urban League and subcontracted in Akron to the Akron Community Service Center and Urban League. There are 30 other programs of this kind operating in the nation.

Originally concentrated on recruiting and assisting minority applicants to enter the skilled building and industrial trades, the program now includes assistance in entering technical, paraprofessional and professional careers. Another new responsibility is that of exposing women to, and placing them in, non-traditional employment.

LEAP IN AKRON

The Akron LEAP program began by working with school counselors to recruit senior high students for skilled and industrial trades. Some effort was also made to acquaint junior high students with kinds of skilled and industrial trades and with the qualifications for entering them.

After contact was made with the Career Education Program in Akron and after the guidelines of federal funding were changed, the programs hereafter described were made possible.

HARD HAT TOUR

How the Program Works in Akron

Pre-planning was done by representatives of LEAP and the Career Education office of the Akron Public Schools.

The program at The University of Akron in 1975 had four components:

an orientation meeting in which participants were briefed on what to look for during the tour and were advised on safety procedures to be followed;

a tour of construction sites on the campus;

a luncheon at which the mayor spoke about the importance of the construction industry for the city and about the ways in which city government is involved in construction projects;

showing and discussing a film on the world of construction.

Participants were 70 senior high school students and seven counselors (representing two senior high schools in the Career Education Program and five other senior high schools).

Sponsors were: Akron Community Service Center and Urban League - LEAP; Akron Public Schools; The University of Akron; Akron Association of Plumbing, Heating and Cooling Contractors, Inc.; Associated General Contractors; Builders Exchange Labor Relations Division; National Electrical Contractors Assoc.; the Tri-County Building Trades Council.

Objectives

To provide senior high school students with a general introduction to the opportunities in the construction industry and to its various apprenticeship programs.

To acquaint high school counselors with the construction occupations that are available to high school graduates.

Comments

Following the tour a questionnaire was sent to participating students. Response was limited, probably because the school year was ending. However, the following are answers received to the questions asked:

1. Before taking the tour, had you considered becoming an apprentice? Ans: 68% yes; 32% no
2. Was your tour guide able to answer any questions you asked? Ans: 100% yes
3. List three items you learned about the apprenticeship program. Ans:
   you have to be 18 years old;
   an apprentice makes more money;
   you go to apprenticeship program two years;
   you need math;
   A number of other responses indicated learnings about specific trades.
4. Was there any part of the trip you did not like: Ans: only one "yes" answer; the objection was to the amount of walking.
5. Has any member of your family been an apprentice? Ans: 34% yes
6. Do you feel other students would benefit from this experience? Ans: a unanimous "yes"
7. If you could add one item to the trip, what would it be? Ans: remodeling, more finished projects.

8. In your opinion, would the trip be better for 10th, 11th, or 12th grade students? Ans: 50% - all levels; two responses indicated 10th and 12th; one suggested including 9th, "so they could start thinking about it."
9. Was the film on the world of construction beneficial? Ans: 84% yes; 16% no
10. Comments or suggestions: None

Future Plans

It is hoped that the program can be repeated when the construction industry has recovered from the slump caused by the recent economic recession.

SKILLS DAY

How the Program Works in Akron

Pre-planning was done by representatives of LEAP and the Career Education office of the Akron Public Schools.

In 1975, demonstration speeches were given in classrooms of one junior high school by representatives of the following: plumbing and pipefitting, sheet metal work, painting and decorating, carpentry, glazing, operating engineering, drafting, industrial apprenticeship, and electrical work.

Organizations represented by these speakers were: Akron Association of Plumbing, Heating, and Cooling Contractors, Inc.; Associated General Contractors; Babcock and Wilcox Co.; Five Points Glass Co.; J.W. Goepfert Co.; Goodyear Tire and Rubber Co.; Ohio Operating Engineers, Local 18, District 6; Thomarios Painting Co., Inc.; Electricians Joint Apprenticeship and Training Committee.

In 1976, the program was preceded by a luncheon meeting which enabled school personnel and program participants to get acquainted and to share mutual concerns.

Demonstration speeches were given in classrooms of three junior high schools by practitioners of the following: industrial hygiene, plumbing and pipefitting, nutrition, carpentry, oral and written communications, accounting, bricklaying, engineering, electrical work, tool and die making, sheet metal work, and a variety of apprenticeship programs.

Organizations represented by the participants were: Associated General Contractors; Babcock and Wilcox Co.; Beacon Journal Publishing Co.; Dies Electric Co., Electricians Joint Apprenticeship and Training Committee; Ernst and Ernst; Goodyear Apprenticeship Program; Goodyear Tire and Rubber Co.; National Electrical Contractors Assoc.; National Tool and Die Precision Machining Assoc.; Ohio Edison Co.; Operating Engineers Joint Apprenticeship Committee; Plumbers and Steamfitters Joint Apprenticeship Committee; United Rubber Workers; WNEO-TV.

Objectives

To orient junior high school students to opportunities in skilled occupations.

To provide preparation and placement information for the skilled trades.

To enable students to interact with persons presently employed in a variety of skilled occupations.

Adult Comments

"Most students responded well, especially to apprentices, who were closer to their age level."

"Demonstrations of tools and equipment used on the job were most interesting in the presentations."

"The difficulty of hauling heavy equipment into classrooms can be overcome with student help."

"A preliminary, student-conducted tour of the building will help to acquaint participants with the nature of the school."

Ideas That Work

Equipment can be set up in a room and remain there as succeeding classes appear.

In addition, for each classroom, students can be assigned to meet the presenters, escort them to their assigned classrooms, and remain for the afternoon to introduce them to succeeding classes. Counselors can select students who are not necessarily outstanding, but who need motivation and this kind of experience and who are willing to participate. Thus, a guidance aspect is added to the program.

Future Plans

This program will be repeated in the fall of 1977. Interested students can then sign up for appropriate courses when they make out their proposed schedule cards the following spring.

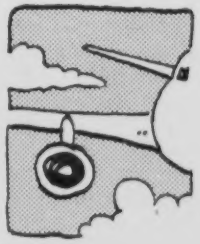
PILOT PROGRAM IN NONTRADITIONAL ROLES

How the Program Works in Akron

This 1977 program was planned by the Women's Committee, a subcommittee of the LEAP Advisory Committee, and by the Career Education office of the Akron Public Schools.

An in-service workshop was held for speakers and teachers to be involved in the program. The agenda included: presentation on sex-role stereotyping; explanation of program schedule; discussion of student characteristics and methods of presentation.

Presentations were made in 45 eighth grade classes of one junior high school. Each speaker was assigned from two to four classes.



Occupations represented by women participants were: machinist, plant environmentalist, security police officer, engineer, reporter, draftsperson, executive director, management trainee, computer operator, Army ROTC. Occupations represented by men participants were: secretary, nurse, flight attendant, telephone operator.

Organizations represented by the participants were: Atlantic and Pacific Tea Co.; Akron Board of Education; Akron General Medical Center; Akron Standard Division of Eagle-Picher Industries; Beacon Journal Publishing Co.; Bellows International; Big Brothers and Sisters of Great Akron, Inc.; B.F. Goodrich Co.; IBM Corp.; Ohio Bell Telephone Co.-Kent Office; Ravenna Arsenal; St. Thomas Hospital; Standard Oil Co.; United Airlines; U.S. Department of the Army; The University of Akron.

Adult Comments

Teachers of classes involved in the program were asked to fill out an evaluation form which included the following questions: Who was the presenter? Was the presentation interesting? Were students surprised to see a man/woman in the occupation represented?

What did students learn? General comments? The following are some of the responses:

"Students' eyes were opened to the opportunities available."

"The speaker's interest was contagious."

" 'Hands on' experience and demonstration of equipment were well received."

"It was good that the male nurse wore his uniform; this made it more realistic."

"The students realized that sex should not determine a person's occupation. A person should do what he/she wants to do rather than what society wants and will therefore do a better job."

"The speaker stressed the need for training, habit of regular attendance, good school records, building up experience, proper dress for the job."

"The more students think about the future, the better it will be for them. They are more apt to believe and take seriously a person on the job rather than a book or a teacher."

"It is important for students to have this exposure. Hopefully, it will produce more incentive to perform well in school."

"Absolutely a fine program. It should be continued."

Student Comments

One teacher had students in two of her classes write comments concerning presentations by a black woman draftsperson. Of the 62 responses, only 10% were negative reactions, 19% expressed mild approval, but 71% had positive comments that showed a learning experience.

Some of the latter comments are the following:

"She was organized in her presentation and seemed like she enjoyed her job."

"I liked it when she told us how to get a job and how to dress."

"The speaker said there is no such thing as a man's job or a woman's job. You can do anything you want."

"She proved that women can do hard work. It helped me to think what I want to do."

"She has to work harder than I want to."

"I liked the lady but not her job, because I don't like sitting all day and drawing."

"I like to draw. I will keep her job in mind."

Other student comments about other speakers were:

"He told us what we wanted to know, not what he wanted us to know."

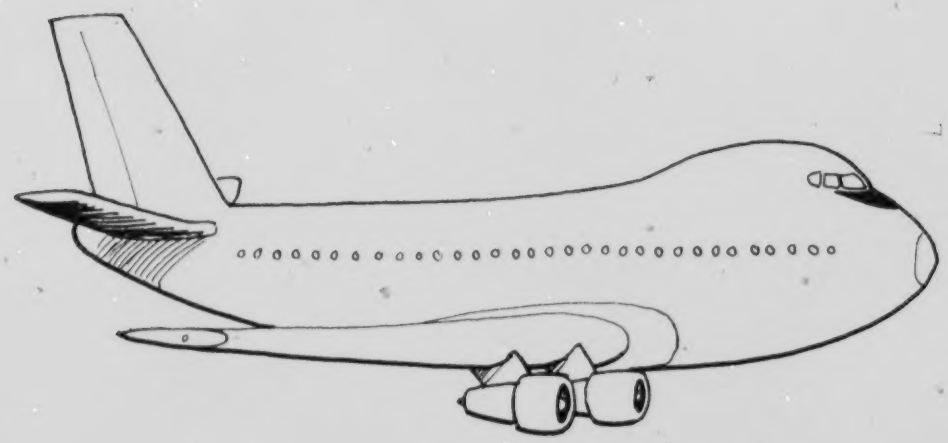
"I thought only 'funny' men would be nurses, but he was not. If I were ill, I would want him for my nurse."

Future Plans

The program may not only be repeated but also be expanded to more junior high schools.

COLLABORATION IN AKRON PROGRAMS

The following programs are local in origin. The Career Education Program of the Akron Public Schools is involved in all of them: by initiating the idea, by helping to plan them, or by giving support to them. Collaboration with labor and universities as well as with business and industry has been required. Reading the descriptions of these programs on the following pages may suggest similar programs that could be undertaken in other places.



Labor Programs for Schools

To increase student and teacher awareness of organized labor's role in the economy and society of the community and the nation, a variety of programs is being developed in Akron.

The efforts are proceeding under the joint sponsorship of the Career Education Program and a Labor Advisory Committee formed during the 1976-1977 school year.

Serving on the advisory committee are the following union representatives: Phillip C. Leonard, executive secretary and treasurer, Akron Labor Council AFL-CIO; Robert Strauber, education director, United Rubber Workers; Anne C. Green, director of research and education, International Chemical Workers Union; James Jessie, Ohio State University Labor Education and Research Service; Harold Jenkins, special representative of the URW.

This is not the first example of labor and school collaboration in Akron. In the past, organized labor has contributed to the Akron Public Schools program in such ways as support of levies, donation of films, supplying materials, and providing speakers for classrooms.

In 1975, several labor organizations endorsed the application of the Akron Public Schools and the Akron Regional Development Board for the federal grant supporting Career Education, of which this manual is a part.

In addition, representatives of organized labor are members of the Education Committee of the Akron Regional Development Board.

Activities Under Way

Identifying speakers on topics relating to organized labor

Identifying sites for field trips; observations of workers on the job and union meetings as well as grievance committee, arbitration, and negotiation sessions; opportunities for interaction with labor union personnel.

Establishing a clearing house mechanism for scheduling speakers and visitation sites.

Identifying for school use suitable printed materials and visual aids on labor as well as the sources for obtaining them.

Furnishing information on careers in organized labor.

Expanding internship programs for senior high students in union headquarters. (A successful start occurred in 1977, when two Central-Hower students spent six weeks exploring public relations and journalism at United Rubber Workers headquarters.)

Taking part in various in-service programs for school personnel.

Serving as participants in various on-going, organized programs described elsewhere in this manual. (See pages 62-63, 68-69, 83-86, 87-89, 90-93, 106-110.)

Objectives

To increase communication between labor and the schools.

To put students into direct contact with career people in organized labor.

To expose students to organized labor's views on issues of the day.

To call attention to labor's contributions to the economy and society.

To make students aware that most of them will become members of a worker organization in any careers they choose.

Suggestions on Collaboration

Where community colleges or universities have programs in labor studies, Career Education may find them a valuable resource. Such a program will be underway soon in Akron's Community and Technical College of The University of Akron. When it is operational, information will be sent to local school counselors to assist them in their guidance of students.

Although labor is involved in many community organizations and activities that relate to Career Education, there can be advantages in making more direct contact with labor. One way is to set up a labor advisory committee for Career Education.

To initiate or to expand the participation of labor in the instructional program, it is suggested that contact be made with the Labor Council of the city or county in which a school system is located.

If the national headquarters of a union is located in the school vicinity, the education director of that union can be called upon for help.

Local unions and labor councils have apprenticeship programs that can be valuable resources.

In addition, certain national unions have outstanding education programs. Information and materials can be obtained from their national headquarters. These sources are the following:

Walter G. Davis, Education Director
AFL-CIO
815 16th Street, NW
Washington, DC 20006

Amalgamated Clothing and Textile
Workers of America
15 Union Square
New York, New York 10003

Amalgamated Meat Cutters of America
2800 North Sheridan Road
Chicago, Illinois 60657

Communication Workers of America
1925 K Street, NW
Washington, DC 20006

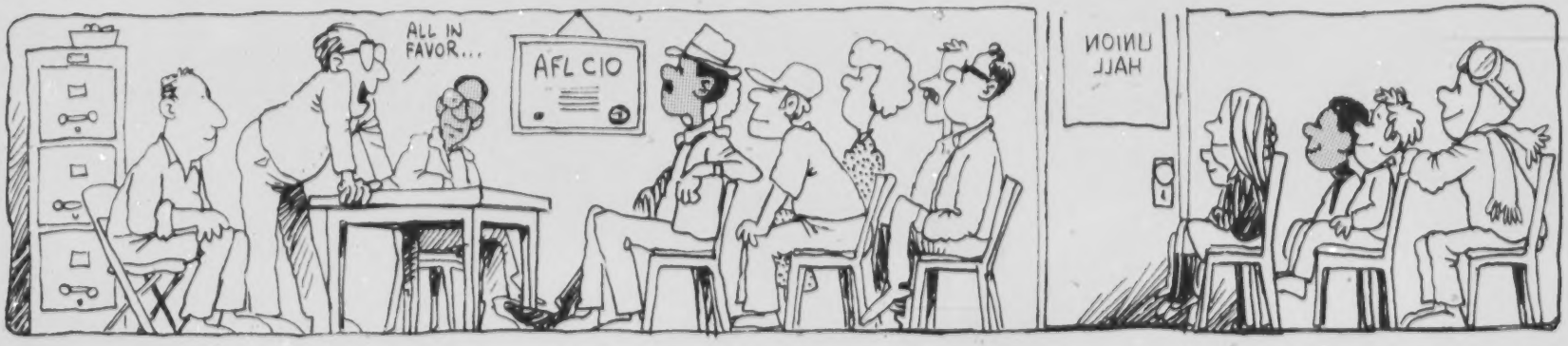
International Chemical Workers Union
1655 W. Market Street
Akron, Ohio 44313

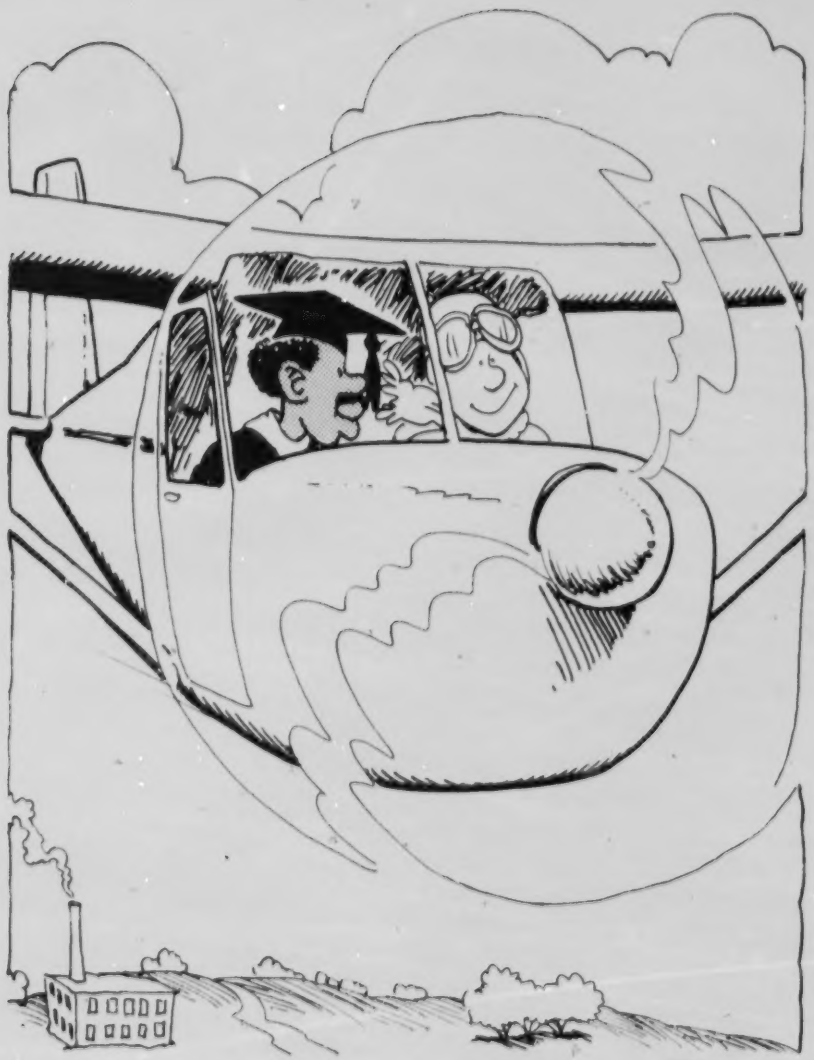
Oil, Chemical and Atomic Workers
International Union
PO Box 2812
1636 Champa Street
Denver, Colorado 80201

United Automobile Workers of America
8000 E. Jefferson Avenue
Detroit, Michigan 48214

United Rubber Workers of America
URWA Building
87 S. High Street
Akron, Ohio 44308

United Steelworkers of America
Five Gateway Center
Pittsburgh, Pennsylvania 15222





VISUAL ARTS AWARENESS

To increase awareness of the visual arts as career fields was the purpose of this program funded in part by the Ohio Arts Council. Art and architecture students from Kent State University and The University of Akron worked with public school art students and teachers in Career Education schools.

Details of the Program

During 1973-1974, students from both universities worked with students at a senior high school and at a junior high school. Focus was on study of the environment in the locale of these schools and on art careers involved in improving that environment.

Large group presentations, small group projects, and field observations were employed. Related careers in architecture, sculpture, photography, graphic design, and film making were explored.

Senior high students helped pupils in a neighboring elementary school to design and paint a mural for their school.

Also during 1973-1974, funds from the Ohio Arts Council helped to finance a project at a senior high school.

A University of Akron student worked with an art class in four areas: new watercolor techniques, drawing, Japanese brush painting, and the study of graphics. The latter resulted in layouts for book covers and brochures, as well as a mural in the cafeteria.

During 1974-1976, remaining funds from the Ohio Arts Council made possible a project in landscape architecture at one of the junior high schools. Kent State University students worked with a ninth grade art class and their teacher.

After exploring the neighborhood, a site for a park was selected. Following weeks of planning, designing and drawing, the students built four scale models of varying designs for the projected park. Professionals from the field inspected the models and discussed with students the problems and opportunities related to landscape architecture.

These professional persons were the director of the School of Architecture and Environmental Design, Kent State University; two local architects; representatives of the City of Akron Planning Department; and the heads of the Art Department, Akron Public Schools.

In 1976-1977, another grant from the Ohio Arts Council made possible the Quaker Square Project also described in this manual. (See pages

Objectives

To appreciate art an an element enhancing everyday life.

To understand the variety of occupations within the art area of employment.

To explore particular careers in art.

To make school and curriculum more relevant for students.

To build more positive attitudes toward education and work.

Comments from Career Coordinators

"Involving classroom teachers in the initial planning is important. Experience in these projects has shown that success was due in large part to the commitment, flexibility and creativity of the classroom teacher."

"Community people were very willing to be involved, as were both universities, who welcomed this kind of experience for their students."

THE MINI FACTORY

Elementary students learning to make a product by combining their efforts at various work tasks. University students gaining experience in conducting this kind of student activity. These are the purposes of a project sponsored in Akron by the Career Education Program and by the Industrial Arts Department of Kent State University.

Details of the Program

Under the direction of instructors in Industrial Arts at Kent State University, the university students engaged in the following activities in preparation for the project:

developing the prototype product;
listing in order the processes and operations for each part of the product;
discussing alternative processes;
deciding whether parts should be made or bought;
determining the number of work stations and what is required for each;
analyzing the work flow for efficient sequence;
designing the room layout for work stations;

determining the number and personal characteristics of workers needed for each work station; doing a test run to see if the procedure will work.

Each operation is so arranged that no mistakes can be made in sawing or drilling.

Next, the Kent State instructor and his students visit the elementary classroom and explain the program. They discuss specialization, interdependence of workers, kinds of workers, effect of industry on the economy.

In addition, tools are demonstrated to acquaint the elementary students with what they will be doing. Tool charts and materials are shown and safety measures are explained.

One of the following films, appropriate for the grade level, is used to help explain specialization and the manufacturing process: Why People Have Special Jobs: The Man Who Made Spinning Tops; Food: The Story of a Peanut Butter Sandwich; Clothing: A Pair of Blue Jeans. All are produced by Learning Corporation of America, 1350 Avenue of the Americas, New York, New York, 10019.

Approximately two elementary classes from Akron's Career Education schools participate each quarter.

Classes are chosen on the basis of how well the program will tie in with class study and how well the class teachers will prepare for, and follow up, the experience.

Students make the product in Kent State's Industrial Arts Department. Abacuses and book racks are typical items.

Student workers take turns at various jobs on the assembly line. University students supervise the production. Each elementary pupil keeps one of the products made by the class.

Objectives for Elementary Students

To obtain "hands on" experience in making a product by the assembly line method.

To understand specialization of work tasks in mass production and the interdependence of workers.

To gain some acquaintance with education at the university level.

Objective for University Students

To gain practical experience as part of their preparation to be elementary, special education, and industrial arts teachers.

Comment from Career Coordinator

"This is one of the best programs involving an entire class. Students get an idea of whether or not they would like to do factory work. They learn to appreciate the interdependence of workers."

Comment from University Instructor

"It is one of the highlights of the course for university students. It is a clinical experience and the first opportunity to do a highly structured, organized experience with children."

EARLY CHILDHOOD EDUCATION

How long do people go to school? What do they study at a university? Is it anything like what we study now? What did my teacher study there? Who works at a university? What do they do? Is there anybody my age at a university?

Questions like these can be answered through an awareness program for primary students.

Details of the Program

During 1976-1977, the program structure was based on experiences in two previous school years.

Four primary classes at one elementary school in the Career Education Program were involved.

Close connections were made with the Early Childhood Education program at Kent State University. Students from that program spent one afternoon a week at the elementary school with the classes involved in the project. They wrote lesson plans and devised activities related to the coming visit to the University.

Primary classes at Kent State University School were paired with those from the Akron school. The students from University School visited the Akron classes before the visit to the University took place.

The Akron primary students then decided which areas of the University they wished to visit.

On the appointed day, the Akron students and their teachers went first to the University School, whose primary students then accompanied the Akron visitors as they toured their chosen areas of the University campus.

Objectives

To become aware of the many areas of study at the college level.

To learn about some of the training future teachers must receive.

To develop an awareness of the many occupations at a major university.

To enable teachers in training to interact with primary students.

Comments from Career Coordinator

"Although the 1976-1977 plan is a refinement of previous programs, some modifications are necessary. Either more than one day must be given to the University visit, or less activity must be scheduled for one day."

"As a result of visiting a college campus, students learned that education is a continuing process and that a university is not only a place for education, but also for employment in a variety of careers."

"Students who had only heard about a college campus were now able to explore one."

HOME ECONOMICS PILOT PROJECT

Experimental learning in home economics was provided for a sixth grade class from one elementary school. It was an effort in which the Career Education Program collaborated with the Home Economics Department of The University of Akron.

Details of the Program

Four lessons and experiences were conducted at the University for one to two hours on Friday afternoons.

Prior to each visitation, a University student talked with the elementary school class. This procedure prepared the sixth graders for the experience and enabled their classroom teacher to integrate program activities with curricular and career motivation objectives.

First Lesson: Consumerism

The sixth grade class was divided into three groups of nine students. Two University students worked with each group.

Focus was on the careful selection of clothing and food. Activities included examination of clothing, review of the four basic food groups, and games about purchasing items in a supermarket.

University students presented skits on checking correct price and change. Elementary students played roles as cashiers and clerks.

The importance of being a wise consumer and occupations related to consumerism were discussed.

Second Lesson: Nursery School

The elementary students observed the operations of the University's day care center for pre-school children.

They taught and played with the children. They also discussed careers which involve working with children.

Third Lesson: Foods and Nutrition

As a follow-up to what they had learned about nutrition during the first lesson, the sixth graders baked cookies.

Students were divided into groups of four or five. They made five different kinds of cookies under the supervision of University students.

Occupations related to nutrition were pointed out.

Fourth Lesson: Home Management

The elementary students were taught to make beds and to set tables properly under the direction of University students. They also learned how to make simple table decorations and how to operate a vacuum cleaner.

This activity took place in a seven-room, three-bath house on the University campus. Home economics majors spend five weeks working in this setting during the final quarter of their undergraduate work.

Occupations related to home management were discussed.

Related classroom activities included:

making simple home decorations for Mother's Day;
discussion on changing roles from children to adults;
making a booklet of hints and activities for baby-sitters;
using newspaper ads to decide how best to spend $20.00 for groceries;
writing paragraphs on the relation between the home economics areas they had explored and their classroom studies;
writing a paper on how a knowledge of home economics would benefit people in developing countries.

A questionnaire about the experience was answered by the elementary students after each lesson.

Objectives for Elementary Students

To obtain "hands on" experience in the home economics areas of consumerism; home management; nursery school operations; food and nutrition.

To relate these experiences to the established curriculum, to future occupations, and to their present and future roles in their homes.

To develop an awareness that management of a home is a responsibility that requires skill and training and that, as adults and young people, they need to share the responsibilities and rewards of home life.

Objective for University Students

To gain experience in interaction with children.

Adult Comments

The sixth grade teacher said that the experiences provided a base for integrating knowledge of the world of work with subject matter.

University instructors and students felt that it was a wonderful training ground and should be made a continuing part of their home economics program.

Student Comments

All but one of the students indicated that they had enjoyed the experience.

By far the most popular event was making and eating the cookies, but four indicated that the nursery school was their favorite activity.

The following comments indicate other learnings:

"I can pick out meat and other foods better than before."

"I have begun to care a lot more for children and to understand them."

"I enjoyed working with the children and making toys for them. I didn't know that little kids could do things so well."

"You should teach children manners before they go to kindergarten. When I get married and have children, I will know how to raise them."

"When I grow up, I'll know how to make stuff I want to cook and bake."

"The cooking taught me how to set a timer and to read recipes."

"They let us do the work and I liked that."

"It was fun, and I had never been to a college."

"I have learned that it's easy to be nice while working."

CHILD CARE

Junior and senior high school students from Career Education schools can assist teachers in the nursery and day care center at The University of Akron. The facility is operated for children of student mothers and some faculty members.

Details of the Program

Two students from the child care classes at the junior high school give volunteer service one day per week.

By the end of the school year, every student in the class has participated in the experience.

One morning per week, senior high pre-vocational and other interested students also do volunteer work.

Teachers in the nursery school or day care center plan the activities. Students assist the teachers and divide their time between the younger children, aged two to three and one-half years, and the older children, aged three and one-half to five years.

Objectives

To provide practical experience for students in child care courses at both schools.

To develop parenting skills.

To help students decide if this career area is one in which they may choose to work.

Adult Comments

"Students love the experience and want to go back. Several volunteered for summer participation."

"They learn that caring for children is more than feeding them and keeping them out of trouble. It also means the planning of learning experiences for them."

EXPLORATION IN TECHNICAL CAREERS

Careers for which training is available through the Community and Technical College of The University of Akron are explored by eleventh and twelfth grade students from Career Education schools.

Details of the Program

The students are informed about technical courses available in the Community and Technical College of The University of Akron.

Students indicate the areas in which they are most interested. Half-day visits to these areas of the College are then arranged.

The director of the Community and Technical College Career Planning Office gives the visiting students an introduction to the College.

Graudate students take groups of nine to see the various facilities and to interact with those enrolled in the training programs.

Following the tours, the director of the College Career Planning Office discusses with the students their reactions to the program. He uses their comments in planning for future visitations.

Objectives

To provide exposure to possible technical careers.

To become aware of the requirements for such careers and the training available to meet those requirements.

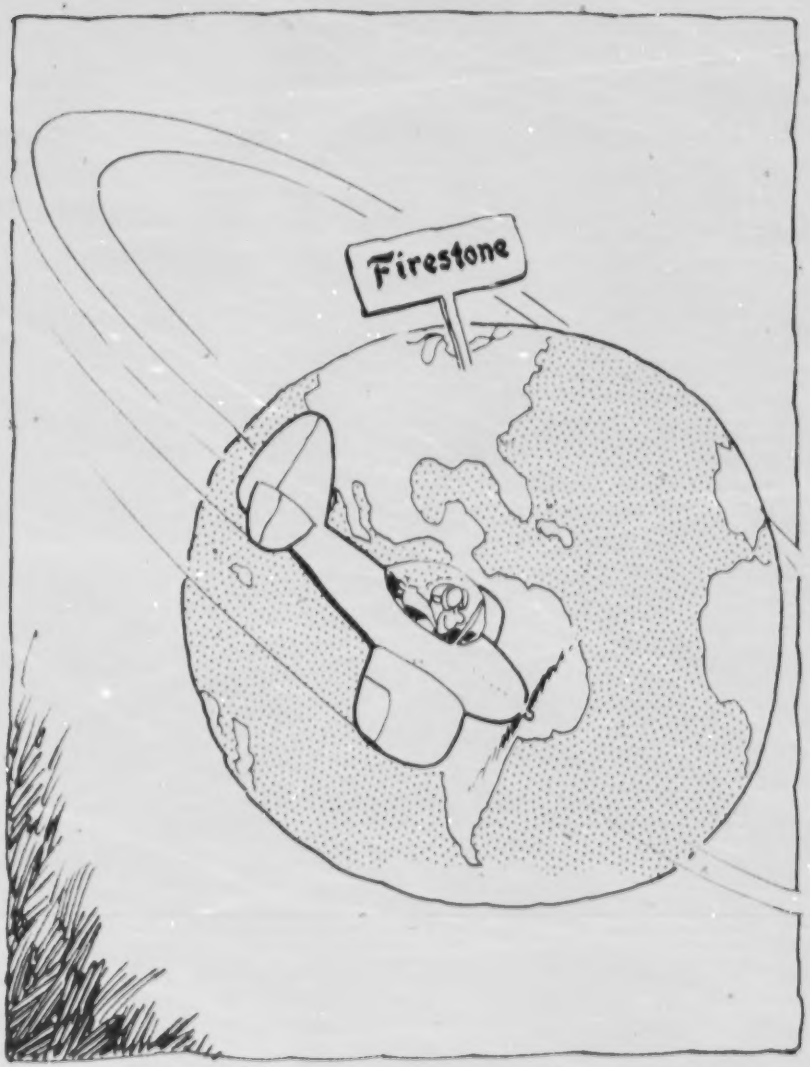
To learn how people pursuring these careers feel about them.

Comments from Career Coordinator

"Students feel the program is beneficial for them."

"In view of its success, it will be continued."

World of Work



Producing a book containing perceptions of work in a major corporation was the project for forty students (K-12) from six schools. This publication will serve as a textbook and a resource tool through which other students and teachers can profit from the project.

The student authors and artists were put in contact with employees at approximately fifty job sites within the Firestone Tire and Rubber Co.

Impetus for the project came from Raymond C. Firestone, then Chairman and Chief Executive Officer of Firestone, and from Conrad C. Ott, Superintendent of the Akron Public Schools.

Career Education coordinators worked directly with the students who came from two elementary, two junior high, and two senior high schools.

The students were in the top ten percent of their classes and were selected on the bases of verbal ability, creativity, academic excellence, maturity, artistic and writing ability.

Several members of the publications staff of the Akron Public Schools assisted with the compiling and layout of student work for the book.

Details of the Program

Daily visits were conducted from February 5 through May 2, 1973.

Students visited various work stations in groups no larger than eight. Visits lasted no longer than one-half day. All students visited the same sites.

They viewed, listened, and frequently participated with Firestone employees in specified departments during preplanned presentations.

Elementary students made their trips to Firestone in the morning and spent their afternoons in follow-up discussion and in activities designed to communicate their impressions.

Secondary students visited Firestone in the afternoons. Junior high students had from 25 to 40 minutes to work on their assigned tasks in school, but much of the writing and art work had to be done at home. Senior high students worked independently on their assignments, but consulted with various school staff members for advice in completing their art and written work.

A display of student work resulting from the project was held at the Firestone Bank late in the 1972-1973 school year. The projected book detailing the experience for the benefit of other teachers and students is in process of publication.

Objectives

To produce pictorial and written impressions of the world of work at Firestone.

To observe the interdependence of workers necessary for production by a major industry.

To survey the multitude of career opportunities within a large corporation.

To enhance communication between education and industry.

To have scope for creativity.

To refine and apply skills in listening, observing, speaking, writing, and graphic arts.

General Student Learnings

Awareness of the workings of industry and the corporate complex.

Better understanding of economics and the private enterprise system.

Appreciation of the interdependence of workers within the corporation and the pride taken in respective work tasks.

A broader base upon which students could base decisions about their futures.

Information about the nature of occupations, skills required, and opportunities for training.

Realization of the many "fringe benefits" available to workers in a large corporation.

Importance of preparation for job change and a flexible attitude toward change.

Realization of career development as a lifelong process.

Greater awareness of the connection between school and work.

Increased self-knowledge.

Growth in communication skills among students, within their own groups and with people at Firestone.

Better ability to relate to adults and to increase adult understanding of children.

Growth in qualities enhancing ability to work in groups.

Teacher Reactions

Field trips should be integrated with regular school subjects and not be a separate activity. Classroom teachers should accompany children on field trips so that better integration with curricular and guidance activities can be attained.

Personal growth of students as individuals and as group members was one of the most important aspects of the project.

A result was a resolve to develop Career Education experiences on a more humanistic level, because children saw beyond the work task to the worker as a human being with worth and dignity.

Student Reactions

Students were most enthusiastic when they could participate in some of the work tasks they were observing. This was true at all age levels.

They found themselves able to handle more school work and added responsibility than they thought they could.

Some had difficulty handling the pride they felt in being chosen to participate in the program.

The schedule of daily visitations became tedious after the first two weeks. Also, the daily attention to follow-up discussion, writing and art work took some excitement from the project.

Such in-depth understanding of a large corporation could not have been achieved in any classroom.

Since senior high students were approaching a time of commitment to a career choice, they felt personal involvement in the careers they studied and a keen interest in training possibilities.

The opportunity to meet top executives and to talk informally with workers at all levels was appreciated.

Summary

It is evident that both students and teachers who participated learned much from the program.

Obviously, it was expensive. A great deal of time had to be expended by Firestone personnel to plan and implement their part of the program. It was also extremely expensive for the Career Education Program to have its staff members working exclusively with such small groups of students for so extensive a period of time.

Many more students need to have these kinds of experiences, if the aims of Career Education are to be met. Also, such experiences should be tied closely to the regular curriculum by the students' classroom teachers.

For school systems desiring to get an overview of a large corporation, an alternative approach may be advisable.

One suggestions is to plan, with such a corporation, a sequential set of experiences in appropriate departments in accordance with Career Education goals for the various grade levels. At various times during the school year, groups of students could make the visitations designated for their grade level. By the end of their school careers, they would have achieved the same total experience without the disadvantages of the concentrated one described above.

The Warm Fuzzy Company

Using yarn, glass eyes, pipe cleaners, and glue to make "warm fuzzies" on a classroom assembly line became big business for third graders in an Akron elementary school. Many learnings about real life economics and work also resulted.

The project received second place honors for the primary level in the Kazanjian Foundation Awards Program for the teaching of Economics, 1973-1974.

Details of the Program

Inspiration for the project was a story about people who exchanged warm fuzzies as a way of saying, "I like you." (The story was read to the children from HDP Supplementary Idea Guide, Institute for Personal Effectiveness in Children, Inc., 1972.)

Before starting production of the warm fuzzies, the class studied business terms and principles. Other preliminary activities were: field trips to observe assembly-line production and division of labor; talk by an attorney - starting and operating a corporation; talk by a banker - kinds of bank accounts.

A corporation was formed, shares of stock were sold at ten cents and a Board of Directors was elected.

After deciding on the number of jobs performed in the production of warm fuzzies, each student applied and was interviewed for the kind of job preferred.

Stockholders met and decisions were made concerning "capital goods" needed (scissors, wire cutters, storage containers, art supplies) and purchase of necessary materials (yarn, pipe cleaners, glue, glass eyes.)

Safety rules were written for five production lines, each with a supervisor and quality control person.

Prices for different sizes of warm fuzzies were determined after the first production "runs".

Advertising and promotions were devised and carried out.

Kinds of sales were: direct marketing to students and teachers, filling of orders from teachers and from a candy company, selling through such agents as a neighborhood store, church bazaars and flea markets.

In addition, Easter baskets containing warm fuzzies were donated to a nursing home and to a local organization that helps the needy.

Money received from sales provided: two stockholder dividends, which returned their original investment, and donations to a hospital fund and the school.

The company was liquidated at the end of the year.

Objectives

To relate subject matter to life-centered activities.

To help students understand the free enterprise system.

To show students how they function as both consumers and producers in our economy.

To gain experience in performing the duties and assuming the responsibilities of work tasks.

To understand the interdependence of workers in the assembly line process.

To enable students to learn how decisions are made, to develop their own plans, to see the consequences of their own actions.

To develop in students improved self-concepts, initiative, cooperative attitudes, and adaptability to new situations.

Outcomes

A formal test showed the learning of basic concepts about our economy and how it operates.

Other tests showed growth in self-confidence, independence, ability to work with others, and realization of contributions by all workers.

Community Collaborators

Speakers included an accountant; an attorney; and representatives of a candy company, a radio station, and an advertising agency.

Field trips were made to the Beacon Journal Publishing Co., Flaherty's Potato Chips, Good Neighbors, Honadle's Candy Co., and Towne Club Pop Co.

Sources for Additional Information

"The Warm Fuzzy Company" by Susan Amedeo and Diane Greene, Economic Education Experiences of Enterprising Teachers, 1973-1974, Vol. 12, New York, New York: Joint Council on Economic Education, 1975. "A Real Assembly Line Experience" by Greene and Amedeo, The Career Education Workshop, West Nyack, New York: Parker Publishing Co., Inc., Feb., 1976. Copies of all project materials submitted for the Kazanjian Award are housed in the Vernon R. Alden Library, Ohio University, Athens, Ohio.

Life in the Real World

What are the economic situations faced in adult life? How do these situations relate to banking operations? Answering these questions was the focus of a project for second graders at one elementary school.

The project grew from an effort to revise a banking unit previously used in Akron elementary schools, and it resulted in a new banking unit now used city-wide.

Both "Life in the Real World" and the new banking unit were developed with the support of the Department of Elementary Education, the Career Education Program, and the Women's Division of the Akron Regional Development Board.

"Life in the Real World" received first place honors for the primary level (Grades K-3) in the International Paper Company Foundation Awards Program for the Teaching of Economics, 1974-1975.

Details of the Program

Students applied for jobs at home and at school. Each pupil had a weekly work contract listing home and school jobs for which they received weekly "pay checks".

Students established their own standards of living by selecting homes, cars, clothing, and food. They applied for car, home, and vacation loans.

After cashing their "pay checks", they then could pay bills, make loan payments, purchase goods from two classroom stores, and perhaps deposit savings in the classroom bank or savings and loan association.

Production of goods for the two stores, management of the stores, and operation of the two financial institutions were handled by the students. Jobs rotated each week so that all class members could try different occupations.

Guest speakers and topics included: a pupil's grandmother - how our economy has changed; a banker - differences between savings and loan associations and other financial institutions, how to open savings and checking accounts; loan officer - tips on buying a home and instructions on applying for a bank loan; bank officer - economics of buying a car; car salesman - practical advice on buying a car; representative of a bank travel service - arranging trips and ways of paying for them.

Two field trips were taken to see a bank in operation.

Objectives

To give an overview of the banking business.

To show how banking institutions relate to families, businesses, and the economy in general.

To learn the importance of money and how money developed.

To accept responsibility of obtaining money by work and of using money to discharge financial obligations.

To learn how to make wise economic choices.

To realize how consumer choice affects the production and distribution of goods and services.

To understand the concept of specialization.

To gain experience in handling a variety of work tasks.

Evaluation

Instead of formal written tests, evaluation was made on the basis of pupil participation during individual activities and games, as well as their comments and attitudes. Also used were parent answers to specific questions concerning their children's reactions to the project.

The evaluation instruments showed: greater student awareness of how the economy operates and better understanding of family economic problems; growth in ability to shop wisely; increase in self-confidence, independence, and willingness to cooperate with others.

BANKING UNIT

Description

An instructional unit used in all elementary schools to help sixth level pupils learn about banking operations and to motivate them toward developing the habit of savings. It is an outgrowth of Life in the Real World.

The unit was written under the auspices of the Department of Elementary Education and the Career Education Program of the Akron Public Schools and of the Women's Division of the Akron Regional Development Board.

Implementation of the program in all Akron schools is aided by the participation of members of the Women's Division of the ARDB. Those taking part in 1976-1977 represented the following companies and organizations: Akron National Bank and Trust Co., Akron Savings and Loan Co., Akron Stenographic Service, American Cancer Society, Building Inspection Department - City of Akron, Centran Bank of Akron, East Ohio Gas Co., Firestone Bank, First National

Bank of Akron, Goodyear Bank of Akron, Haller Nursing Agency, Inc., Harry Williams Agency, Inc., Kallstrom Realtors, Marting Realty, Summit Information Service.

Details of the Program

Suggested introductory activities include: study of banking terms, class discussion of student experiences at banks, creative writing activities, and preparation of questions to ask a speaker from a financial institution.

A team of two representatives from the Women's Division of the ARDB use transparencies depicting various occupations in financial institutions as a basis for explaining banking operations. They then show a slide program, "Let's Learn about Banking". Following the slides, they answer questions about banking and other fields. They also stress the importance of "the four a's" (attendance, achievement, appearance, attitude). Games and puzzles are used for review of terms and concepts.

Subsequent activities involve the use of coloring books and comic books supplied by local banks, as well as activity sheets with such titles as Money Assessment, Counting Money, Making Change, Spend Your Money Wisely, Checking Account Assessment, Checking Account, Check Record.

Objectives

To present an overview of selected parts of our monetary system and their inter-relationships.

To show the services that are offered by banks and savings associations.

To describe the relationships of banks and savings associations.

To acquaint students with the history, development, and functioning of our monetary system.

To encourage students in the wise use of money and in the establishment of the habit of saving money.

To develop awareness of various occupations in the business world.

To stress the importance of "the four a's": attendance, achievement, appearance, attitude.

Evaluation

Greater awareness of the role of financial institutions in the community and economy is shown by a great increase in student tours of all the city's financial institutions.

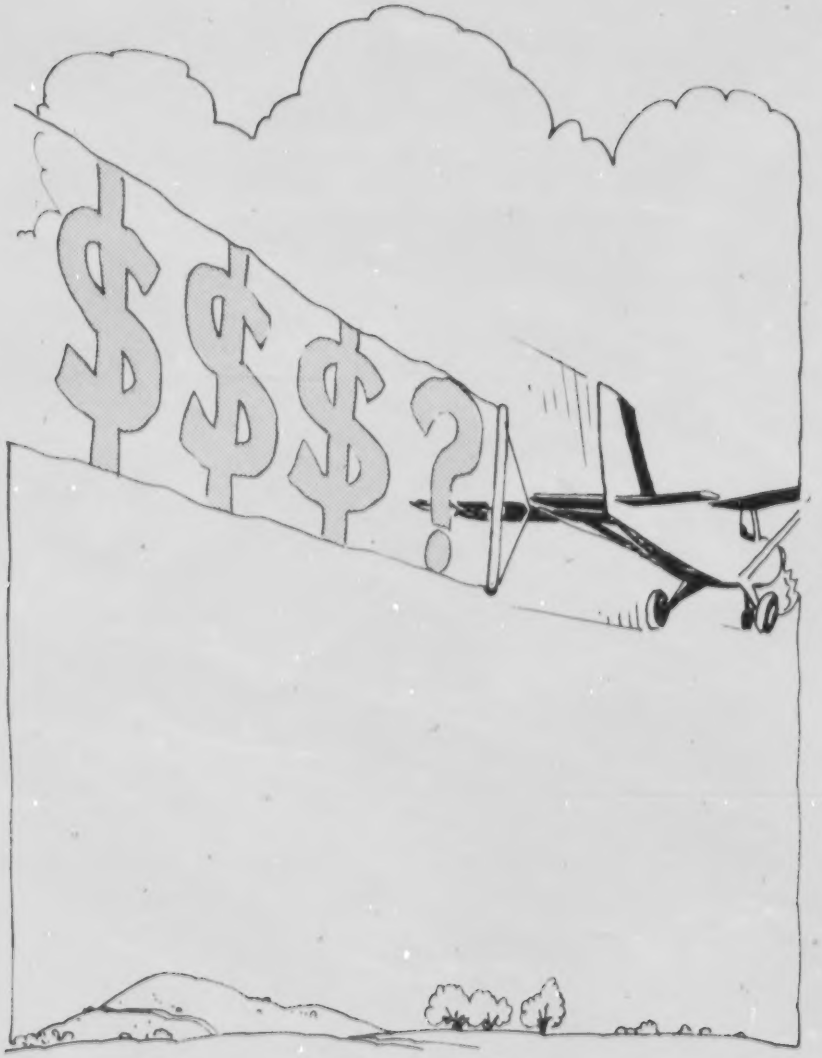
Outcomes of the Banking Unit

As a follow-up to the Banking Unit, branches of the Centran Bank were established at two Career Education schools.

In both schools, students took turns in performing the various duties involved in handling the deposits. Each student held an individual passbook account.

At one school, one class had a statement savings account to hold funds successfully raised to finance a camping experience. All money-making projects were tied in with school subjects and included production of a play, publishing of a newspaper, sales of popcorn and book markers.

What's It Cost, Mister?



Focusing on the energy crisis, as a means of learning more about economics, involved four sixth grade classes from an elementary school. Through their study, they gained appreciation of economics as a study of the many ways people can use limited resources - such as land, labor, and capital - to produce goods and services to satisfy human wants.

The project won first place for the intermediate level (Grades 4-6) in the International Paper Company Foundation Awards Program for the teaching of economics, 1975-1976.

Details of the Program

Four sixth grade teachers, with the aid of the Career Education coordinator, devised a plan to use the energy crisis as a relevant vehicle for focusing on the teaching of economic concepts.

Each of the four classes was made responsible for a particular area of study: energy resources, nuclear energy, ecology, and consumerism. Common threads were the energy crisis and economic concepts.

Each teacher developed individual class goals for his/her area of instruction. These were built around concepts, specific understandings, facts, skills, attitudes, behavioral change and habits. Thus, the four-month cooperative program was incorporated into language arts, social studies, mathematics, science, and art.

Because the subject was a current issue, each teacher developed his/her own materials and methods of instruction: periodicals, newspapers, community resources, television, flimstrips, simulations, listening carrels, learning stations, and other printed and multi-media materials.

Community participants represented the Akron Consumer Protection Agency, The Akron Pollution Control Agency, Bolin Oil Co., Builders Exchange, East High School Debate Team, Goodyear Tire and Rubber Co., Ohio Edison Co.

To conclude the project, student representatives from each of the four classrooms met with the teachers to "brainstorm" a feasible method of presentation for summarizing their study. It was decided to simulate a community forum gathered to discuss the severity of the energy crisis.

Each class contributed materials for a common script. It dramatized the energy crisis by creating a role-playing panel representing business people, environmentalists, and consumers. The script was developed as a language arts experience.

Presentation of the project summary was made before school administrators and executive officers of the Goodyear Tire and Rubber Co. Mr. Charles Pilliod, Chairman of the Board of Goodyear, suggested that the presentation be filmed and used as an in-service training film for teachers. This was done at Goodyear's expense.

Partial List of Objectives

To teach fundamental economics by fusion with regular classroom subjects.

To develop understanding, acceptance, and appreciation of the American economy and how best to function within its framework.

To realize that competition is an essential, positive part of the marketing system.

To develop awareness of people's relationship with, and dependence upon, the environment.

To reinforce understanding of the student's personal relationship to the environment.

To see the relationship between the energy crisis and other societal problems.

To apply the economic concept that people must find means by which scarce resources can be used to satisfy unlimited wants of human beings.

To provide learning experiences about the technology and economic impact of energy sources.

To become aware of the variety of careers in the energy-producing segment of the economy.

To understand that all people are both producers and consumers throughout their lives.

To see the relationship of occupational roles to personal economics and life styles.

To increase problem-solving and decision-making skills.

To foster the personal skills and attitudes needed as people work together.

Evaluation

Based on instruments published by the Joint Council on Economic Education, a 36 item test was prepared. It was administered to a random sampling of sixth graders from the four classes in the project. The test was also given to 30 sixth graders from another school with similar socio-economic status and level of ability.

The mean score for the project school was 23 points; the mean score for the comparison school was 14 points.

An attitude survey showed that students gained enjoyment, economic understandings and other learnings from the project.

Affective outcomes observed by teachers, but not directly measurable, were:

improved oral and written communication skills;
refined observation techniques;
improved art techniques;
internalization of economic concepts;
improved inquiry learning techniques;
refined decision-making skills.

Industrial leaders and educators who viewed the project responded to a questionnaire. Answers indicated an enthusiastic endorsement of the project's format and techniques for the teaching of economics.

Suggestions

Those wishing to make this project part of their school curriculum may find the following information useful:

The program takes approximately four months of class time based on three hours, or 180 minutes of class time, per week.

Since economics is recognized as belonging to the family of social sciences, this project can be introduced through the social studies program in the intermediate grades (4-6) during any given school year.

While social studies is the best area for introduction and anchoring of this project, its maximum benefits can only be achieved if teaching time is spread throughout other recognized intermediate disciplines: mathematics, reading, language arts, science and art.

Copies of all project materials, as submitted for the International Paper Company Awards Program, are housed in the Vernon R. Alden Library, Ohio University, Athens, Ohio.

A detailed account of the project has been published in Economic Education Experiences of Enterprising Teachers, 1975-1976, Vol. 14, New York, New York: Joint Council on Economic Education, 1977. It appears under the heading, "What's It Cost, Mister?" by Louis M. Lore, Janice Carroll, Diane Sollberger, John Phillips and Roberta Ryan.

For information concerning the film, What's It Cost, Mister?, contact:

Career Education Programs
Akron Public Schools
70 N. Broadway
Akron, Ohio 44308

Classroom in a Department Store

Behind-the-scenes in a large department store. That was the setting for five days of an economics project involving a fourth grade class from one elementary school.

It was part of a social studies unit on "Institutions That Produce Goods and Services". (Planet Earth by James M. Oswald, June R. Chapin, and Roger La Raus in the Windows on Our World series, Houghton Mifflin Co.)

Robert Feldman, president of the department store - the A. Polsky Co., agreed to the project as a pilot program with the expectation that more classes, teachers, and retail merchants would be involved in similar programs in the future.

Details of the Program

Plans for the Polsky visit were made by the teacher and by the Career Education representatives, together with the president and other staff members of the A. Polsky Co.

Before visiting Polsky's, students made a study of banking and took a field trip to the Firestone Bank. They also visited the Yellow Freight System, Inc. to get an overview of trucking operations.

In both cases, these businesses were related not only to students' individual and family concerns, but also to department store operations.

In addition, students visited a small neighborhood department store, the Lucky Store, as well as a medium-sized department store, a branch of the J.C. Penney Co.

Within the school, students observed the operations of various machines in order to have some background for watching the operation of machines at Polsky's.

During the five days of the experience in Polsky's, the students reported first to the school each day. With their teacher and a Career coordinator, they were then transported to the store. After activities lasting from 10 a.m. to 2:30 p.m., they returned to the school.

On the first day, each student received a time card on which to record time in and time out each day. On the basis of job application forms previously filled out, each student was interviewed as if he/she were a prospective employee. Students were "hired" for a variety of occupations. In the afternoon, the students were introduced to the department store. Slides picturing security measures were shown.

On the second day, students role-played buyers selecting merchandise for the store. They also toured the warehouse and then worked with employees in various stations such as receiving, marking, and special services.

On the third day, students heard a talk on advertising. They also toured the advertising department and designed ads. In the afternoon, they visited the visual merchandise storage areas and workshop. They then made a display of stuffed animals; this was used as the store's institutional display to call attention to the opening of the Children's Zoo.

On the fourth day, students received a credit card convertible to a real one at age 18. They learned about credit, billing, customer relations, and how to prove statements. In the afternoon, they role-played the selection of gifts for their mothers and fathers and calculated whether the costs came within a limit of $50.00.

On the fifth day, students toured the data processing department and learned the functions of the various machines. Each student key punched his/her birthdate on his/her time card. In the afternoon, the store president talked to the students about the decision-making process in operating a store.

Throughout the week, students took turns in learning to operate the cash register.

Each student received a certificate for his/her participation in the project. Three certificates and bundles of pens were also given for the prize-winning advertisements.

As a follow-up to this experience, students organized themselves into groups of two or three to write thank-you letters to the heads of each major department and to the interviewers.

As a conclusion to the project, two discussion sessions were held with the students in their school classroom.

The first session concentrated on general feedback concerning the week at Polsky's. Students responded to the following questions: What did you like best about the experience at Polsky's? What did you like least? Did you see work that you think you could do now or that you would never want to do? Is there any work at Polsky's that you would like to apply for in the future?

The second discussion indicated that the major objectives of the project were reached. Students were able to define in their own words the economic concepts included in the objectives. They could also cite examples of the concepts from their experience in the project.

Major Objective of the Total Unit

To develop an awareness of the economic interdependence of people and the processes by which goods and services are provided to the consumer.

Other Objectives of the Total Unit

To gain a general view of banking operations and services.

To see the relationships of banks to families and to businesses such as department stores.

To observe the services and operations of a trucking firm and to relate these to the needs of families and businesses.

To compare the services and operations of three sizes of department stores.

To take an in-depth look at a large department store as a marketer of goods and services.

To understand the impact of the institutions visited on the economy of the community.

To develop an awareness of such consumer economic concepts as budgeting, wise shopping, credit, and savings.

To acquire understanding of such general economic concepts as land, labor, capital, and resources in relation to the businesses visited.

To observe the variety of workers and their interdependence in all places visited.

To become aware of the education and training necessary to perform the work tasks observed.

To recognize good work attitudes and the need for them.

To have an experience that necessitates behaving and speaking in an appropriate and socially acceptable manner.

To enhance skills in math, reading, language arts, and social studies through experiences included in the project.

Excerpts from Thank-You Letters

"Thank you for planning the whole Polsky project for our class and making it a good one."

"We had a lot of fun being interviewed. You can make people understand your questions very clearly."

"We thank you for labeling all the machines so we knew what they were."

"The parts of the tour we liked best were the postage meter machine and the Phillips billing machine."

"When we went out to the loading dock, it was neat how they put the merchandise on the belt and made them go all over the place. It was fun to run the loading belt."

"Some of us girls would really like to be buyers."

"The whole class enjoyed the talk on advertising"

"We think nobody in our class will try to shoplift at Polsky's."

"It was fun to run the cash register and make our own credit cards."

"Everything was fun!"

Adult Comments

"Students enjoyed role playing situations. For example, they acted as buyers, bought gifts, and marked prices."

"Reading, spelling, and mathematics were combined with the activities at Polsky's."

"All Polsky personnel related well to children and planned excellent learning situations and 'hands on' activities. They also correlated information about particular departments with economic concepts that were the objectives for this social studies unit."

Evaluation

After the project was completed, the teacher and Career Program coordinator met with the director of personnel and the sales promotion manager from Polsky's. They evaluated the phase of the project in that store.

From their observations and the responses of the children, teacher, and other participants, it appeared to them that most of the major objectives had been achieved, that the time available was well divided between activities and formal presentations, but that more time was needed for children to complete some of the activities.

All those involved expressed a desire to run the project again during the next school year. An organization meeting was scheduled for late August to accomplish the pre-planning phase.

During the August meeting, the following recommendations were to be considered:

that a list of economic concepts be available in advance; this will insure that store personnel who make presentations will cover all the areas included in the objectives;

that a minimum of 45 minutes be added to the time spent at the store, in order that activities can be completed;

that more tables be available for student work in the store classroom;

that time spent at Polsky's be kept to five days;

that the project be started earlier in the school year in order that it can be completed by early spring;

that objective tests be developed to measure student learning;

that an evaluation form be devised to obtain written feedback from store personnel;

that time be provided in the schedule for students to interview store personnel about their work tasks;

that a greater effort be made to include strategies that will enhance such affective objectives as values clarification.

Exploration in Food Services

Opportunity for youth, particularly those from low income families, to explore occupations in the rapidly growing food service industry is the purpose of this program.

It is sponsored by the education committee of the Akron Area Restaurant Association with the cooperation of Association members, the East Ohio Gas Company, the Career Education Program of the Akron Public Schools, and the Summit County office of the Cooperative Extension Service of the U.S. Department of Agriculture operating through The Ohio State University.

Details of the Program

The program coordinator, an employee of the East Ohio Gas Company, makes contact with the sites to be visited and explains the program as well as the kind of information students will be seeking.

Based on vocational interest testing, enrollment in home economics classes, and counselor recommendations, Career Education personnel identify students interested in food service careers and make transportation and other necessary arrangements. They also prepare students for the experiences by discussing what to look for and kinds of questions to ask workers at the sites to be visited.

Each semester during the 1975-1976 school year, students representing three junior high schools visited a variety of sites associated with food service.

Observations were made at six places: a wholesale meat supplier (Akron Standard Meats); a formal restaurant (Tangier); a fast food outlet (McDonald's); a hospital food service, with special attention to diet services (Akron General Medical Center); a dairy (Reiter Dairy); and a two-year program in food service management (Community and Technical College of The University of Akron).

In 1976-1977, the program was operated as part of the Intensified Exploration Experience at Buchtel and East Senior High Schools.

Once per grading period, interested students from the two high schools visited one of the following: wholesale meat supplier (Akron Standard Meats); fast food outlet (McDonald's); and a hospital food service department (Akron General Medical Center).

Objectives

To acquaint secondary students with the variety of careers in the food service industry: food preparation and serving, processing and packaging, restaurant management, transportation, equipment, sales, personnel, and advertising.

To provide behind-the-scenes observations of food service work.

To give prestige to food service occupations with the aim of reducing labor turnover.

To create awareness of the availability of jobs in food service.

To give information about training programs for advancement in food service careers.

To involve the food service operator in the education of prospective employees.

Adult Comments

"Student groups must be small (preferably under ten). This permits 'hands on' experience and interaction with workers at the visitation sites."

"This program enlarges student perception of work in the food service career area."

"Students selected must have an interest, must know what is expected of them, and must display good manners."

"Each experience must be tied back into classroom work."

"Opportunities for scholarship help from the Restaurant Association interested the students."

"As a result of the 1976-1977 program, two young men are actively involved in planning a career in restaurant management. They are in vocational school and plan to apply for a Restaurant Association scholarship. One is presently a cook in a restaurant."

Field Experience in the Free Enterprise System

Business organizations or agencies are providing "on site" learning experiences for high school juniors and seniors interested in finding out more about the business world and the career opportunities it offers.

Students from the Central-Hower High School, which is associated with the Career Education Program, are involved. However, the program is one in which students from all nine of the city high schools may participate.

Details of the Program

The economics project specialist for the Akron Public Schools finds members of the business community who are willing to act as sponsors.

The specialist works with the sponsor to plan and implement a six-week program of half-day learning experiences that will provide insights into the problems and concerns of the businessman.

With the help of teachers, counselors, and principals in the various schools, the specialist identifies students with good academic records who express interest in business or economics.

The specialist tries to match student and sponsor according to the individual student's career interests and college expectations.

The student's schedule is rearranged to enable him or her to be with the assigned sponsor for three hours each afternoon during the six-week period.

During the course of the field experience, the student is given opportunity to learn about a variety of jobs and to take a productive role in the operation of various departments or settings within the organization.

Each student maintains a daily log of his or her activities and makes an evaluative report summarizing the entire six-week experience.

Each sponsor evaluates the assigned student after three weeks and again at the end of the program.

Objectives

To enhance student understanding and appreciation of the American system of private enterprise while accelerating economic literacy.

To enable students to explore a variety of occupations within one career area.

To give employers an opportunity to play a direct role in training future business leaders.

Community Collaborators

Sponsors of field experiences during the 1975-1977 school years were: Akron General Medical Center; Akron Savings and Loan Co.; Associated Health Agencies; Beacon Journal Publishing Co.; Better Business Bureau; Firestone Tire & Rubber Co.; General Tire & Rubber Co.; J.W. Geopfert Co.; Goodyear Tire & Rubber Co.; Goodyear Bank; Junior Achievement; Lawson Milk Co.; Massey-Ferguson, Inc.; McNeil Corp.; O'Neil's Department Stores; Seiberling Tires; Shulan's Jewelers; Steelastic Co.

The entire program has been made possible by the contribution of the Goodyear Tire & Rubber Co. to the salary of the economic project specialist.

For several years, Goodyear has been actively involved in supporting the economic education programs of the Akron Public Schools.

In 1973, Goodyear provided the services of a retired executive to teach a unit on corporate organization in a senior high economics class.

In 1974, with financial assistance from Goodyear, two teachers were able to develop a "laboratory approach to economic education." This approach made use of community, business, industry, labor, and service organizations to supplement classroom instruction with in-depth field trips and presentations by guest speakers.

The 1974 project won honors in the high school division of the Annual Kazanjian Foundation Awards Program for the Teaching of Economics. A detailed description of the project was published by the Joint Council on Economic Education in 1975 under the title, A Laboratory Approach to Economic Education: A Manual for High School Teachers.

Student Comments on the Field Experiences

"The knowledge gained through this program would be impossible to learn from a textbook or classroom... the actual day-to-day operations and practices of a business. The student can also gain great insights of the various careers involved in business today."

"Going into this Field Experience I knew practically nothing about the business world. Honestly,...I couldn't see what business had to do with me. Before I finished, I realized that business affects everyone."

"The field experience is excellent and highly recommended because it gives understanding of business in the community and the Free Enterprise System."

Quaker Square

Planning the restoration of a 4½-story building, known as Building Ten, in the Quaker Square area of downtown Akron provided career exploratory experience for more than one hundred students.

Partially funded by the Ohio Arts Council, the six-month program involved students from a senior high school and from two junior high schools. In-kind contributions were provided by the Career Education Program.

Concept of the program was developed by a Career Program coordinator and by the architectural firm of Theodore Curtis and Harold Rasmussen, Jr. The architects had previously restored the part of Quaker Square now in operation as a shopping and restaurant complex.

In addition, the following were also involved in implementing the program: representatives of the Akron planning and health departments, an assistant professor of art at The University of Akron, students from the School of Architecture at Kent State University, Career Program coordinators, and teachers from Central-Hower Senior and West Junior High Schools.

Details of the Program

Orientation session: historical background of Quaker Square area, once part of the Quaker Oats Company; slides to show restoration work already completed; intended use of the unfinished Building Ten for shops, restaurants, theater, etc.

Clinics: information on city planning, zoning requirements, building codes, environmental considerations, landscaping needs, interior design, graphics, and model building.

Division of students from each school into design teams. Assignment of duties for team members: designing and drawing layouts, interior designing, graphics, landscaping, model building.

Work on team plans and models:

Central-Hower - one or two team meetings per week during cluster periods, plus additional time outside of school

West - two periods per day, five days per week, in art class

Perkins - independent study, plus occasional trips on school time to work with teacher at West.

Judging of plans and models submitted by the student teams. Display of winning models at Quaker Square.

Possible use of student plans in actual restoration of Building Ten, Quaker Square.

Objectives

To culminate a "visual arts awareness" program in career education. (See pages 116-117.)

To demonstrate problems of reclaiming and restoring an old building for modern use and the economic advantages of doing it.

To learn requirements for good design and for meeting legal and environmental problems.

To gain insight into the psychology of retailing.

To learn how to read blueprints and to interpret scale drawings.

To offer realistic experiences in work areas related to the project and scope for creativity.

To dialogue with architects and architectural students about their background, training, and experiences.

To enhance awareness of other career areas related to work on the project.

To apply logic, decision-making and team work, as well as previous and current learning, to the solution of problems.

Student Comments (Senior High)

"We learned the decisions an architect must make in order for an idea to become true."

"We learned what goes on behind the scenes of a shopping center."

"We needed specified time, other than class time, to do our work."

Adult Comments

"The Quaker Square project was perhaps the most beneficial program for my ninth grade students to date. However, the program could probably have had the same impact if conducted over a shorter time span."

"Because students in senior high school were scheduled into a variety of programs, and because junior high students were in separate buildings, it was sometimes difficult to bring them all together when consultants were available."

World of Dance

Appreciation of the art of dancing and its place in the theater was the focus of a 16-week program at a senior high school. Local dance professionals served as guest teachers for the 20 eleventh grade students exploring careers in the Performing Arts. The project was partially funded by the Ohio Arts Council.

Details of the Program

Ballet - eight weeks
- History
- Terminology
- Basic positions and exercises
- Creation of a ballet routine by students

Jazz dancing - four weeks
- Exercises
- Jazz steps
- Culminating activity: jazz dance routine to the music from the Broadway musical, The Wiz

Modern dancing - four weeks
- Philosophies
- Styles
- Creation of original routines

Additional related activities
- Films
- Lectures
- Demonstrations
- Field trips
- Viewing of performances by the Ohio Ballet

Contributions of The University of Akron and the Ohio Ballet

Helping to secure funds from the Ohio Arts Council.

Establishing and coordinating the total dance program.

Planning the sequence of presentations.

Conducting weekly classroom activities.

Evaluating student progress.

Coordinating presentations on related occupations at the E.J. Thomas Performing Arts Hall.

Objectives

To become acquainted with various types of dancing.

To gain background knowledge concerning the history of the dance and the terminology associated with it.

To find scope for creativity in the dance.

To become aware of the demands and rewards of dancing as a career.

To explore and learn some physical aspects of dance in the theater.

Evaluation

No written tests were employed.

Students were evaluated not on skill as dancers, but on effort and attitude displayed.

Comments

"For the most part, students showed a lot of enthusiasm."

"All students made some progress, while some showed exceptional development of skill."

"Some students began taking private dance lessons."

"All gained greater appreciation of this kind of work in performing arts: its strenuous nature, as well as the creativity and expertise demanded."

"Most students learned they were not qualified to pursue dancing as a career."

"Since it opened the eyes of all students to a dancer's world, it is a program worth repeating."

SWIM AND GYM

Both the YMCA and the YWCA have swim and gym programs for three to five-year-old children from day care centers. A new group of children begins the program every nine weeks from October to May.

For several years, student volunteers from the three junior high schools and two senior high schools in the Career Education Program have served as assistants to the instructors.

Before starting their work, they attend a training session conducted by an early childhood specialist.

Some student assistants are chosen on the bases of recommendations from their physical education teachers and of their interest in physical education and recreation careers. Others are selected by home economics teachers because of their interest in child care or teaching.

Different methods are used to schedule students into the program.

In one junior high school, teams of three boys serve as instructors for two half-days each week during the nine-week cycle of the program. When the next quarter begins, an effort is made to involve a new group of boys.

Under another plan, teams of two volunteers from two junior and one senior high school spend one half day per week as instructional assistants. Teams are

rotated to minimize loss of school work for the participants. When each grading period ends, new teams are organized.

At another senior high school, student volunteers work once per week during their career cluster time block. After eight weeks, a new group of students takes over.

The student volunteers learn a great deal about working with young children, and the pre-schoolers like the "big kids".

DAY CARE AND NURSING HOME EXPERIENCE

Girls from the ninth grade home economics classes at a junior high school volunteer their services at the nearby Hope Day Care Center and at the Little Forest Nursing Care Center.

Before they begin, representatives of the two organizations speak to the class in order to orient them to the work involved.

Each Tuesday, teams of three students are taken to each of the two sites. After the first time, each team consists of one experienced and two inexperienced students. By the end of the year, all those interested have been able to serve at least once.

At the day care center, students are helping to care for children from six months to two years of age. Typical tasks at the nursing home are serving coffee, talking to patients, and teaching games.

Some students do volunteer work on weekends and during the summer as a result of this exposure.

The program has been going on for six years and has had a definite impact. A number of students involved have later entered nurse's training or have taken the senior high vocational program, Careers in Home Economics.

NURSING HOME EXPERIENCE FOR EMR STUDENTS

EMR students from a senior high school go once a week to feed patients at the Little Forest Nursing Care Center. A new group performs this voluntary service each grading period.

They are prepared for the experience by the head of volunteer services at the nursing home and by their teachers.

The EMR students have proven to be very capable and patient in performing this task. Also, the experience contributes greatly to their general social development and, specifically, to their ability to get along with others.

VOLUNTARY ACTION CENTER
(United Way Agency)

During the summer, and to some extent during the school year, student volunteers are placed by the Voluntary Action Center in more than 170 different jobs in approximately 80 agencies of the community.

The jobs are in non-profit and governmental agencies and in proprietary nursing homes with a paid activities coordinator. Agencies and qualified nursing homes must meet the Center's Minimum Standards for Volunteer Programs.

Participating students must be residents of Summit County and at least 14 years old. Most of them are ninth and tenth graders. They come from schools throughout Akron and the rest of Summit County. Population of the county is approximately 600,000.

Because the experience is valuable as exploration preceding career choice, students from Career Education schools are encouraged to take part. It can also be cited as work experience when applying for a

a job or college entrance.

The summer Voluntary Action Center program begins early in the spring when Center and agency representatives visit schools, talk to students, and distribute brochures.

The brochures give job descriptions, as well as age and other requirements in the following categories: playground and recreation aides; office and secretarial assistants; library assistants; child care or teacher aides; guides; hospital, nurse assistant and nursing home assignments. Other career-related assignments are also available to meet the needs of individual students.

Beginning in April and May, interested students report for interviews. These are held in junior high schools, certain designated locations throughout the county, or at the Voluntary Action Center.

As part of the interview, each student fills out an application form. The interviewer gives the student opportunity to read descriptions of specific jobs available, records information obtained by talking with the student, and fills out an evaluation and recommendation form. The student's job choice is determined by the end of the interview.

Next, the student takes home a card for the parent's signature indicating approval of the job assignment. Upon receipt of the parent approval card, the Center sends the student information on how to contact the agency and a flyer on how to make the telephone call establishing the contact. The student's full application is simultaneously mailed to the agency chosen by the student.

Each agency is then responsible for interviewing the assigned volunteer, as well as for orientation, training, supervision, evaluation, and expression of appreciation.

Some assignments require as much as ten hours of training before starting the assignment.

The student almost always gets the assignment of his/her choice. Consequently, once the student starts the assignment, he/she has an obligation to finish it. In a rare instance, it may be advisable to change the assignment.

Most volunteer assignments are part time: one or two days a week from mid-June to the end of August. Some afternoon assignments are available for students attending morning summer classes. A few morning-only or weekend-only jobs are available.

A minimum of 50 hours' service (June through August) is required by most agencies. It takes the student about 50 hours to learn enough about the work to help him/her think about a future career. Most hospitals require at least 75 hours.

The Voluntary Action Center issues a Young Citizens Award to each student who has given at least 50 hours of satisfactory community service during the preceding twelve months in a participating agency. These awards are distributed to the students in their schools.

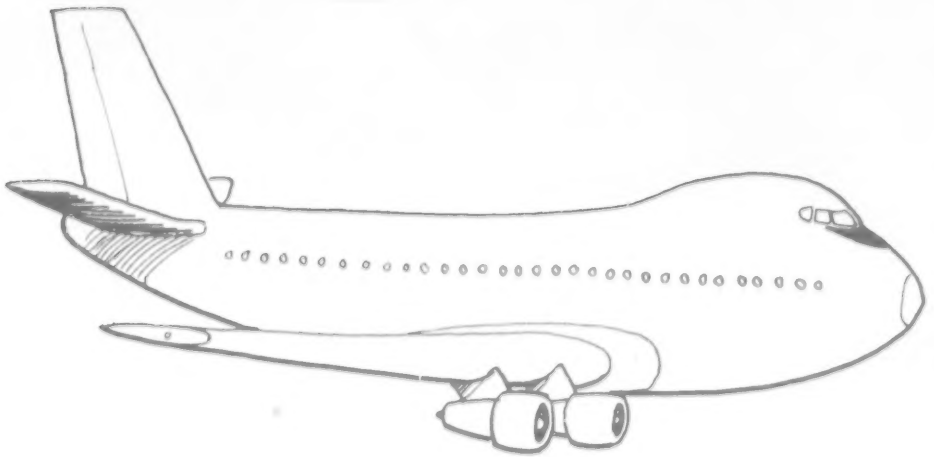
Efforts are being made to expand the student volunteer program during the school year. Such expansion will be of great service to the exploratory phase of Career Education.

Anyone wishing more detailed information about this program may write or phone to:

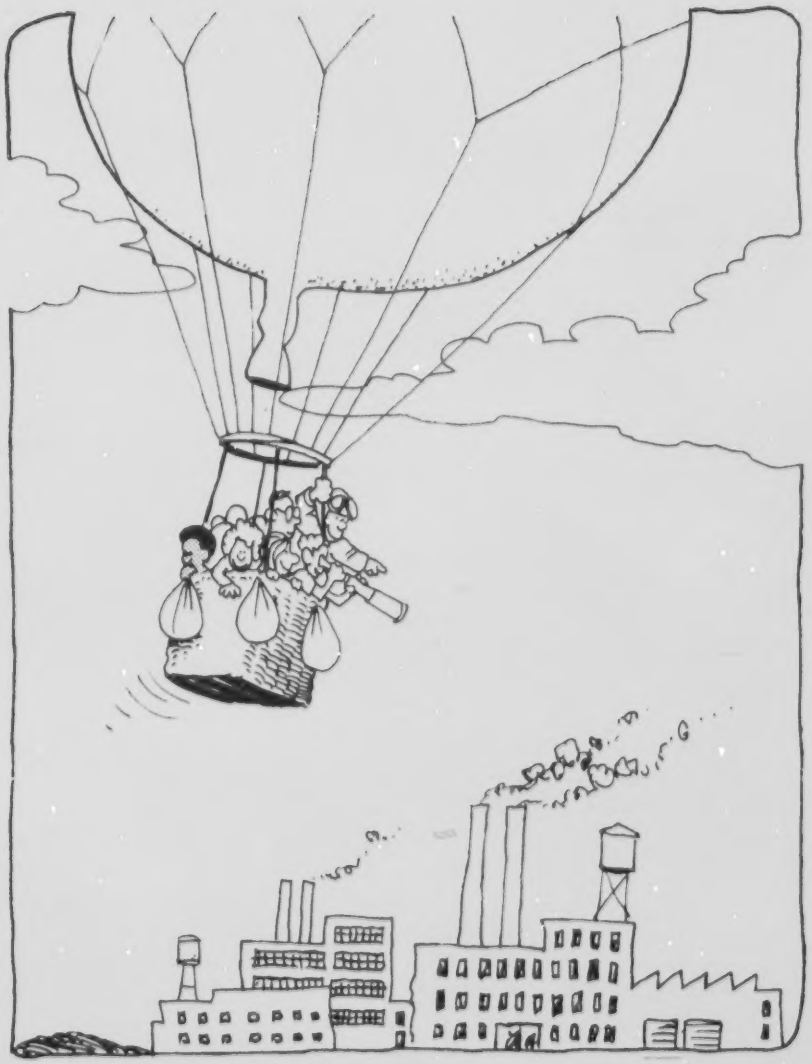
Mrs. Hope M. Bair, Executive Director
Voluntary Action Center of Summit County, Inc.
326 Locust Street, Suite 213
Akron, OH 44302
216-762-8991

COLLABORATION WITH PARENTS

Involving parents in Career Education is most desirable. What are some specific ways to do it? On the following pages are three examples of how Career Education can increase collaborative efforts involving parents and the schools.



Factories Unlimited



The production and sale of goods for a Christmas bazaar was a project in which the Parent-Teacher Association, individual parents, and the school staff and students collaborated at one elementary school. With the active help of the Career Education Program, it became a learning experience in economics.

The project received honorable mention for the intermediate level (Grades 4-6) in the International Paper Company Foundation Awards Program for the teaching of economics, 1975-1976.

Details of the Program

When the PTA decided to hold a Christmas bazaar to make money for school projects, two teachers volunteered to have their classes make products to sell.

As more teachers became interested, it was decided that making the products could be a learning experience in economics and could also be tied in with other school subjects. Since economics is one of the seven developmental areas of Career Education, the help of the school's Career Education coordinator was enlisted.

To assist in organizing the expanding project, a lawyer was asked to give advice. Consequently, each class was organized as a business to make and sell a product. A conglomerate called Portage Path Industries was formed. The PTA headed this holding company and acted as business manager for all class companies.

At a staff meeting, each teacher received a folder containing an outline of the project, vocabulary to be learned, possible lesson plans, etc. After discussion, the faculty voted unanimously to pursue the project on a school-wide basis.

To introduce the project, all students with their teachers visited the Wonderful World of Ohio Mart, held yearly at Stan Hywet, a local historical landmark. There they saw craftsmen making and selling a great variety of goods.

Following this trip, each class decided on a product to make and sell. Consideration was given to product appearance and quality, availability and cost of materials, production problems, advertising and display, prospective buyers.

Next step was choosing a company name that would identify the product, would be remembered, could be easily advertised, and was not already chosen by another class.

Organizing each company's structure was the next task. This included electing company officers, determining jobs necessary to make the product, discussing qualifications for the jobs, and making job assignments.

Before beginning production, it was necessary to decide on raw material needed; order the material; discuss record keeping, quality control, costs, and selling price for the finished product.

Each room was then organized into production units.

The class businesses gave the PTA a list of items which could be collected at home. The PTA sent a letter to each parent asking for their cooperation in contributing such items.

As materials came in, they were sorted and distributed to the various class companies.

Each class also had a raw materials budget of $5.00 furnished by the Career Education Program. As orders came in, the materials were purchased by the Career Education coordinator and distributed to the classes.

Open House in October was an opportunity to advertise class products. Students made signs. Display cases showed sample items. The Career Education coordinator was present to explain the project to those seeking more information.

To teach economics concepts as production went forward, materials were shared among the teachers. Team teaching, large group instruction, speakers and field trips were also used.

Intermediate classes teamed with primary classes to assist with production and selling. To help with the latter, two student sales representatives from each business attended a workshop which stressed keeping records, selling procedures, work habits, and keeping displays neat and well stocked.

Each Friday, the school radio station gave several factories opportunity to tell about their products. Advertising posters and displays were kept current.

Parents helped by collecting and storing materials, cutting out patterns, helping primary class assembly lines, securing speakers, and accompanying classes on field trips.

Working with the PTA, the school staff set up selling areas in the gym. Finished products were stored in a central area for safe keeping and for easy access during the sale.

Approximately 50 products were offered for sale to students and adults during the bazaar. Among the student-made items were potholders, trivets, pincushions, necklaces, bracelets, pins, wastepaper baskets, Christmas trees, candy sleighs, plant hangers, candles, and letter holders.

During the week-long bazaar, parents acted as advisers in the various sales areas. Students quickly learned the importance of salesmanship, good location, attractive display, and realistic pricing.

Each day inventories and cash were checked. Proceeds were deposited in a savings account.

After the bazaar, profits were returned to the classes according to a system previously agreed upon.

Objectives

To contribute to a closer relationship between home and school.

To understand the interdependence of people as they live and work together.

To learn such consumer economic concepts as how to make wise choices, relation of choices to production and distribution, difference between wants and needs, and the importance of the individual in our economic system.

To learn such economic concepts related to business operations as specialization, role of advertising, the cost of doing business, techniques of selling and display, importance of record keeping, profit and loss.

To have "hands on" experiences with designing, advertising, producing, and selling a product.

To earn money for the school and the PTA.

General Outcomes

Discovery that math, social studies, language arts and reading could be exciting when learned through "hands on" experiences in economics.

Student familiarity with economic concepts and terms.

Increased parent involvement with the school.

Staff cooperation in achieving both instructional and production goals.

Parent Comments

"Factories Unlimited helped more parents understand what really goes on in a school."

"It was a rewarding experience for the children."

"Parents who had not participated in anything else took an interest."

"It drew more parents from home to see what the children had made."

Teacher Comments

"The children learned to work as a group in an assembly line setting. They also found out what is involved in turning out a quality product."

"Parents sent notes expressing thanks for the children's enthusiasm. They also made many favorable comments about field trips in the community and about learning economics in the classroom."

"Humanistic relations with fellow workers were developed."

"Understanding of supply and demand was increased."

Student Comments

"Next time make it last longer."

"It helped me learn how a store works."

"Everyone should get a chance to sell the item."

"We should have made more, but we were kind of slow."

"I really enjoyed it, and I learned too."

Suggestions

Ways to improve:

Obtain a schedule of activities from each teacher for better coordination of films, books, speakers, field trips, etc.

Expand the training of the salespeople.

Conduct in-service for teachers on the economic concepts to be taught before the project starts.

Things to keep the same:

Let each class handle all decisions regarding products, price, and company organization.

Order and distribute all raw materials through a central person and location.

Stress parent, teacher, and student cooperation.

Use the same overall structure, while allowing much freedom to each class and teacher.

Keep records individually for each class, but make deposits to one central account.

Let fourth, fifth, and sixth graders sell products for kindergarteners, first, second, and third graders.

Collect and count money twice a day.

Encourage correlation of economic projects with all areas of the curriculum.

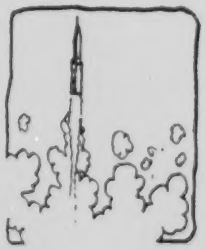
Source for further information:

Copies of all project materials as submitted for the International Paper Company Awards Program are housed in the Vernon R. Alden Library, Ohio University, Athens, Ohio.

SPIN-OFFS

Using the study of economics involved in Factories Unlimited as a base, several other projects resulted during the balance of the school year.

Economics and the Bicentennial



Two teachers teamed for an expanded unit on economics and our country's growth. The previous experiences of selling and producing something themselves made the study of the country's economic development more relevant to the students' own lives.

Advertising and Economics

A fifth grade class which had become particularly interested in advertising studied how advertising affects the economy. The class members began to use their knowledge to become better consumers.

They also entered the Design an Ad Contest sponsored by the Akron Beacon Journal, the local daily newspaper.

The Dandy Candy Company

With profits made in Factories Unlimited and money realized from the sale of stock, one class formed another company to make and sell candy as Mother's Day gifts. Because of previous experience, they were able to increase their margin of profits. They also gained considerable additional knowledge of economics.

The Economy and the Energy Crisis

Having become acquainted with the price of energy as a cost of production, one class undertook a study of ways to conserve energy in the school. After a conference call to the head of supportive services for the Akron Public Schools, they calculated each classroom's share of the school's cost for each utility. They then proceeded to check each classroom periodically and to issue citations for waste and awards for conservation.

COMMUNITY INVOLVEMENT IN SPIN-OFFS

Classroom speakers included an attorney, a blacksmith, a paraprofessional with the Professional Library of the Akron Public Schools as well as representatives of the following business and organizations:

Firestone Tire & Rubber Company
Goodyear Bank
Witan
Beacon Journal Publishing Co.
The University of Akron
Gerber Beauty School
East Ohio Gas Co.

Conference phone calls were made to the heads of:

Supportive Services, Akron Public Schools
Food Services, Akron Public Schools
Flaherty Potato Chip Company

Field trips were made to:

Akron Beacon Journal
Akron Savings and Loan Company
Industrial Arts and Horticulture Departments, Buchtel High School
Central Kitchen, Akron Public Schools
Flaherty Potato Chip Company
Goodyear Bank
John Brown Home
Kent State University
Lawson Milk Company
London Candy Company
Old Stone School
Simon Perkins Mansion
Terex Division, General Motors
Weathervane Theater

Parents as Speakers

Inviting parents to speak about their occupations can be an effective contribution to a program in Career Education. Not only does it give satisfaction to the parent and child, but it also means a speaker who can relate to the age level of students in the classroom.

Several approaches can be used.

One is to ask the students in a class to identify their parents' occupations and then to call on them when explanations of particular kinds of work will contribute to class study.

Another is to ask students, when a particular kind of work is being studied, if any of their parents are employed in that field. Sometimes students will volunteer to ask their parents to speak; sometimes they will talk about the need at home, with the result that parents volunteer to speak about their occupations.

A SPEAKER'S BUREAU

Still another approach is to set up a Parent Speaker Bureau. One elementary school has made considerable progress in this endeavor. To involve parents in the school environment and to improve school/community relationships is the purpose.

The following are the steps in the process:

A letter of explanation to parents is duplicated. Attached to it is a form which the parent can fill out to show willingness to be a speaker and/or to assist the school program in other ways. In the body of the letter are these paragraphs:

> "Parents, hopefully, will make themselves available to talk to children about the types of work they do and the training required. Parents are encouraged to discuss with children their attitudes about work and the advantages of their particular jobs. Negative aspects can also be mentioned to give realism. The discussion of occupations should closely relate to the child's curriculum study.
>
> "Not only can work at a particular job be discussed, but also work done in leisure time. The Career-Guidance program functions to provide background information and to give awareness about work, so that mature decisions can be made at a later date.
>
> "Your presence in the school, in a variety of different roles, will show the students that work is not necessarily done for money but for other satisfactions as well; personal growth, creativity and providing personal services will help enrich your lives as well as those of the students."

Teachers receive copies of the letter to parents and are asked to send them home with their students.

When the forms are returned, a list is made of parents who volunteered as speakers. The parents' names and occupations are listed under headings for the fifteen occupational clusters.

Teachers are given copies of the list and are urged to call upon the parents whenever discussion of their occupations will enhance class work.

For 1976-1977, the Parent Speaker Bureau list included teachers, nurses, cosmetologists, farmer, job training director, insurance clerk, floral arranger, pharmacist, assistant circulation manager for a newspaper, minister, electrical installer, rubber worker, union steward, mail carrier, court recorder, jail matron, chauffeur, repair person, air traffic controller, housekeeper.

Future of the Bureau

The school is looking at ways to improve the program for next year. Although the concept of the speaker bureau is excellent and should continue, there are some problems.

Students will be encouraged to play a larger role in getting parents involved. They can identify parents' occupations and personally request them to come in at certain times.

Apathy of some parents and teachers and inability of parents to get released time from work are other problems.

Teachers are the key to the program. They are the ones to call attention to the tie between curriculum and the work of parents.

Systematic Training for Effective Parenting

A good self image and a sense of responsibility. These are among the goals for elementary students in Career Education. Parents can play a vital role in helping schools to develop these and other qualities in children.

Consequently, growth in understanding the parenting process was the focus of a ten-week program for a group of parents from one elementary school.

The participants became actively involved in sharing experiences of common concern by working through a set of programmed learning materials and activities.

They used a kit entitled Systematic Training for Effective Parenting (S.T.E.P.) by Don Dinkmeyer and Gary D. McKay. (American Guidance Services, Inc., Circle Pines, Minnesota)

Details of the Program

Weekly sessions included:

identifying with typical responses to family problem situations as presented on pre-recorded tapes;

listening to more effective approaches provided by the narrator of the tapes;

discussing weekly readings from the Parent's Handbook;

other discussions, learning activities, role playing, skill building, and weekly evaluations.

With the group's support and encouragement, participants practiced techniques they had learned by using other group members as "children".

Each session commenced with feedback; members related their efforts in applying the techniques they had learned to their own family situations. Group members then critiqued each feedback report.

Sessions were held outside the school setting. Purpose was to provide a relaxed atmosphere for work in the two and one-half hour sessions.

Transportation was provided for those parents who needed it.

Total Program Objectives

To develop a working relationship between parents and school personnel that will enhance the growth and development of children.

To further the growth of parenting skills.

Unit Objectives of S.T.E.P.

To develop an understanding of the individual child's behavior and misbehavior.

To increase understanding of child and parent emotions.

To recognize the difference between "good" parents and responsible parents.

To learn the use of encouragement, instead of praise, to build the child's confidence and feeling of self-growth.

To improve communications by learning to become an effective listener.

To learn techniques of communicating parent ideas and feelings to children.

To learn strategies for helping children to explore alternative ways of behavior.

To discover methods of replacing rewards-and-punishment with learning-from-consequences.

To find ways of applying natural and logical consequences to the challenges of child training.

To learn to use methods of acting positively, instead of reacting negatively, to family living.

To develop a process for establishing family meetings that encourages democratic family relationships.

To grow in confidence as a person as well as a parent.

Parent Comments

"Golly! It really works. I certainly feel better now. I don't seem to be the only one experiencing the 'running-away syndrome'. May I bring a friend to the next session?"

"I told you that you that you were a 'good' parent. Now try being a responsible parent. That's the hard part."

"My sister-in-law is reading my handbook, and she would like to be in the next group."

"I discussed these ideas with my minister."

"I know this will help me build my confidence in myself as well as help my children."

"I'm surprised. I'm gaining much more control over family situations."

"Can we get together after summer vacation and talk about our experiences over the summer?"

"When you have your next group, I'll be happy to come and share my feelings about this program."

Evaluation

Overall, the program was successful. Parents and leaders felt good about the skills gained and the results of using those skills in daily family living. Members felt the program was worthwhile and should be offered again to interested parents.

Problems encountered were:

- too much time spent on making sure that participants understood the material in the Parent Handbook;
- too much time spent in reviewing the previous week's lesson for those members who had been absent;
- too much social conversation - anecdotal stories which hampered progress;
- personal problems that caused some group members to drop out of the sessions;
- too slow a pace; the ten-week program took sixteen weeks to complete.

Recommendations

Based on additional insight gained through the sessions, the following suggestions have been made for improving the program:

- leaders will be more directive in keeping discussion on target;
- leaders will try to keep the program moving quickly enough to keep all participants interested;
- on their own time, members of the group will review lessons with members who missed them by being absent;
- services of this year's group will be utilized in working with next year's group.

RELATED EXPERIENCE IN CHILD CARE

Some of the parents involved in S.T.E.P. needed to bring pre-school children with them. In order to provide uninterrupted sessions, the children were cared for by ninth grade students from a nearby junior high school.

Details of the Program

Each week two junior high students were selected for their interest in child care careers. They then cared for the pre-schoolers at the meeting place of the parent group.

For each weekly session, the students prepared a lesson/activity plan under the direction of their home economics teacher.

Objective

To provide career exploratory experiences relating to effective child care for junior high school students.

Student Comments

"It was fun!"

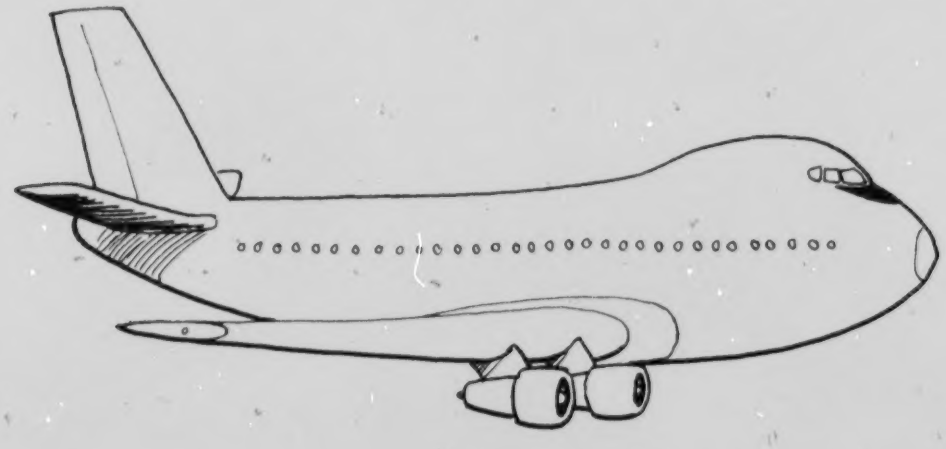
"I've got a good idea of what it's like to work with pre-school children."

"I wish I had more chances to do something like this."

COLLABORATION TO MAKE SPEAKERS AND FIELD TRIPS

CONTRIBUTE TO EFFECTIVE CAREER DEVELOPMENT

If carefully integrated with regular classroom study and activities, speakers and field trips can be of great help in fulfilling the objectives of Career Education. On the following pages are some general suggestions, as well as examples of systems for handling speakers and field trips, when they are requested.



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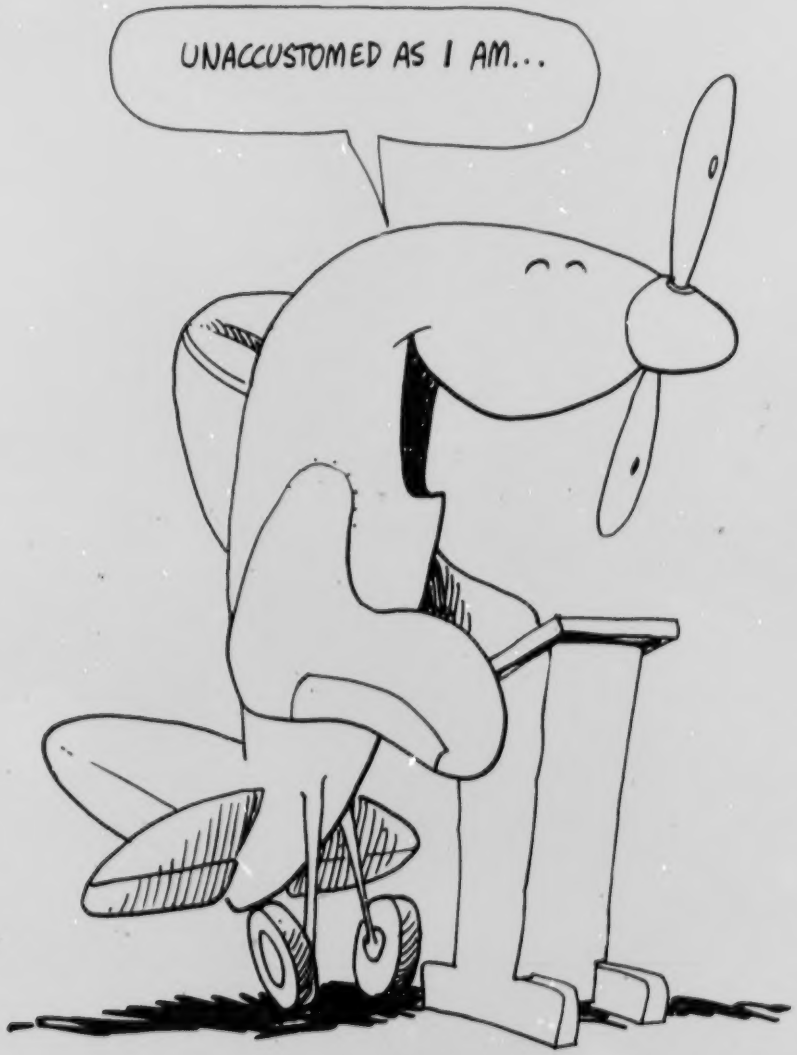
Speakers - General Suggestions



SPEAKER

In Advance

Consider the information supplied concerning Career Education students, what they are studying, and how your talk will tie in with their study.

Remember that young children especially, but even junior high students, profit from concrete learning. Therefore, if possible, include this kind of experience for them by: wearing your uniform, if one is required on your job; demonstrating tools you use; allowing them to handle items you use on the job, etc.

Keep in mind the general characteristics of students at the age and grade level of the class you are addressing:

Kindergarten through Grade 3

- has attention span of 15-20 minutes for one activity;
- views experiences in relation to self;
- has limited vocabulary, needs explanations in very simple terms;
- has experiences centered mostly on home and school;
- is learning basic skills;
- enjoys doing a simple work task;
- needs to see the relationship between the world of work and school.

Grades 4-6

- has attention span of 20-30 minutes for one activity;

views experiences in relationship to self and others;
has more extensive vocabulary than younger child but still needs explanations in simple terms;
has previous experiences centered on home, school and community;
is working to refine basic skills;
enjoys doing a work task;
needs to see the relationship between the world of work and school.

Grades 7-8

has attention span of 30 minutes for one activity;
needs specific information about educational and training requirements for jobs, importance of school subjects, attendance and attitudes;
needs an opportunity to ask questions;
needs information on salary range, job ladder, and entry level requirements;
has vocabulary of young adult, but still does not understand technical terms;
would find experience at a work task helpful.

Grades 9-12

has expressed interest in several career fields;
is mature enough to do individual exploration;
needs a chance to "get the feel of the job";
would gain insight into a particular job through a half-day visit;
needs to relate written information to a real work situation;
has a vocabulary approaching adult level but needs explanation of technical terms.

Also keep in mind these general goals of career education:

Grades K-6 - positive attitudes toward work and appreciation of the contributions of all workers;

Grades 7-8 - orientation to the wide variety of occupations in the working world;

Grades 9-12 - in-depth study of several possible occupations of interest to the individual.

Give attention to the kinds of questions that may be asked.

When the Day Comes

Check in at the school office so that your presence in the building is known.

General suggestions:

On the chalkboard, write your name, job title, name of your company or organization.
Get acquainted. One way is to ask students such questions as: Have they ever seen the place where you work? Do they know anyone else who works there? What do they think your kind of work is like? Do any of them think they'd like to do your kind of work?
In making your presentation, use a vocabulary students can understand; if you must use a technical word, write it on the board and translate it into simple words.
Don't "preach", but tell what is expected of you on the job.
Don't rush.
Use visual aids when possible: chalkboard, slides, movies, posters.
Display and/or demonstrate tools or instruments, if possible. Wear a uniform if required on the job.
Try to find ways of involving students during part of the period: role playing a job interview or handling an angry customer, etc.; letting students ask questions.
Share ideas for possible activities to follow up your presentation.
Distribute materials you may have brought with you (pamphlets, pictures, posters) after your talk - don't compete with yourself.

SCHOOL PERSONNEL

In Advance

Secure permission from the school administration for having the speaker.

Engage a speaker whose work is related to what the class is studying; if possible, have students make the contact.

Find a speaker by using such resources as:

Students, as well as their parents, relatives, and neighbors;
School administrators with community contacts;
School system lists of available speakers;
Advertisers in the school yearbook;
Public relations departments of local companies and institutions;
The Yellow Pages of the telephone book;
The Chamber of Commerce;
Local business associations and fraternal clubs;
Local union headquarters;
Speakers bureaus organized by the public library, the bar association, medical association, college or university;
Your own acquaintances;
Persons recommended by teachers and other school personnel.

By letter and/or phone call, provide the speaker with information on:

how the talk is expected to tie in with current study;
age, grade level, general ability of the class;
nature of the Career Education program; kinds of questions students will be preparing; characteristics of students at this age and grade level. (It will be helpful if this kind of standard information is already printed and can be mailed to the speaker.)

If possible, obtain biographical data about the speaker that you can use in preparing students for the experience.

Be sure students know why the speaker is coming.

Prepare the class to ask questions by talking over things they will want to know.

Examples:

1. What kind of work do you do?
   What do you like and dislike about it?
   What different things do you do in the course of a day? How long is your working day? Is it always the same?
   Do you work nights or weekends?
   If you could change one thing about your work, what would it be?
   How is your work related to what your co-workers do? To the community? To the country?
   In coming years, what are the chances for employment in your kind of work?

2. In what kind of play do you work?
   Is it clean? Is it noisy?
   Do you work alone or with others?
   Is your work dangerous?

3. How did you decide what kind of work you wanted to do?
   Would you now like to change to another kind of work?
   What else would you like to do?

4. What school subjects that you studied help you to do your work?

Did you need more training after high school? If so, what kind?
Are there age, weight, or height requirements for your work?
Can both men and women do it?
What special skills and abilities do you need for your work?
What work habits are necessary?
What tools or special equipment do you use in your work?

5. Besides pay, do you get any other satisfaction from your work?
What other kinds of jobs are there in your company or organization?
What does your company want to know about somebody who applies for a job?

(For help in understanding what different kinds of workers and businesses do, plus formulating questions, see Yellow Pages of Learning Resources published by the Group for Environmental Education, Inc., 1214 Arch Street, Philadelphia, PA, 19107.)

Discuss with the class their responsibilities with regard to behavior, manner of questioning, duties as host.

When the Day Comes

Remind the school office that the speaker is coming and what time he or she will arrive.

Send a student to greet the speaker and escort him or her to the classroom.

Follow-Up Activities (Adapted according to grade level)

Possible questions for discussion
How did the talk relate to what we are studying?

Would you like to do the speaker's kind of work? Why? (optional)
Would you dislike doing that kind of work? Why? (optional)

Other discussion possibilities
What are the connections between this experience and the seven developmental areas which apply?

Individual and Environment
Economics
World of Work
Education and Training
Employability and Work Adjustment Skills
Decision Making
Self

Whip strategy

Make unfinished statements and ask some of the students to complete them. (They may "pass" if they wish.)

One thing I learned about the speaker's work was____.
I could do the speaker's kind of work because ____.
One thing I liked about the speaker's talk was ____.

Thank you letters

You can write a thank you letter, or all the students can write letters, or some of the students can write them, or one student volunteer can write a letter which summarizes the comments of the class in the follow-up discussion.

Speakers - A System for Handling Requests

Step 1. At least two weeks before the proposed speaking date, the teacher fills out the following request form and gives it to the Career Education coordinator for the school building. (The coordinator may help by suggesting possible speakers.)

SPEAKER REQUEST

Teacher _____ School _____

Room _____ Grade _____ Subject _____

Teacher: Please Forward To The Building Career Coordinator

Subject of speech or demonstration _____

Any suggestions on whom to contact? _____

Approximate date desired _____ Time _____

This Must Be Completed in Detail:

Particulars you wish discussed and suggestions to help speaker know the background knowledge of students. Describe how the talk will relate to classroom work.

_____

_____

_____

_____

_____

Step 2. The Career coordinator checks the request to see that the speaker (if named) and topic are appropriate for the subject matter being studied; clears the request with the principal; if necessary, suggests a possible speaker. The request form is then forwarded to the paraprofessional in charge of booking speakers and field trips.

Step 3. The paraprofessional dates the request form when it is received and then calls the speaker asked for. Upon acceptance, the speaker is informed of the data on the Speaker Request form. If a speaker is not identified, or if the requested speaker is unavailable, contact is made with another person whose name is in the resource file for speakers, or whose name is obtained from other sources.

RESOURCE FILE

The resource file contains cards on which are recorded the names of organizations and persons to contact for field trips and/or speakers.

The file can be developed in a variety of ways. Initially, use can be made of existing resources. Lists of available speakers and field trip hosts may already have been compiled by service clubs, professional groups, business associations, labor unions, individual businesses, government and/or social service agencies. In addition, public libraries, colleges, universities, and other institutions may have brochures listing speakers whose topics are appropriate for school classrooms. Students, school staff members, and the Yellow Pages of the telephone directory may offer possibilities.

Based on local experience, it is suggested that file cards be organized by company name, because personnel may change, but the company's function probably will not. In some cases, the person's name must be used, because he/she is not connected with a company.

Dates when the resource was used should be recorded on each card. This system prevents overuse of certain speakers and field trip sites. A coded rating for each speaker and each field trip experience will also add to the usefulness of the resource file.

Step 4. Once a speaker has been obtained, the paraprofessional types the Speaker Confirmation form. Copies are sent to the teacher, the school's Career coordinator, and the Career Education office. Two copies are stapled to the original request form and are kept by the paraprofessional.

SPEAKER CONFIRMATION

Date when request was received _____ Date of Confirmation _____

School _____ Teacher _____

Title of Speech or Demonstration _____

Speaker _____ Company _____

Date _____ Time _____

Preparation Suggested _____

_____

Equipment Desired _____

_____

Note: Speaker will report to school office. Please have student there just prior to scheduled time to act as guide and possibly carry equipment.

Step 5. The paraprofessional sends to the speaker a copy of the confirmation form and a confirming letter. At the same time, copies of brochures relating to Career Education are also sent. (The content of these brochures is indicated in "Speakers - General Suggestions" under the heading of advance information given to speakers.)

Step 6. Using the request form and confirmation forms, the paraprofessional then logs the event in a speaker notebook under the school's name; places one copy of the confirmation form in a follow-up folder. The latter is sent to the teacher as a reminder when the time for the speaking date approaches.

Step 7. A speaker evaluation form is sent to the teacher. After filling it out, the teacher gives this form to the building Career coordinator who forwards it to the Career office.

SPEAKER EVALUATION

Date _____

Name of Speaker _____ Subject of Speech _____

School _____ Subject Area _____

Teacher _____ Number of Students _____

Grade Level _____

	Superior	Very Good	Good	Fair	Poor
Teacher Response to Speaker	____	____	____	____	____
Pupil Response to Speaker	____	____	____	____	____

What work was explained to pupils? _____

_____

Did the speaker use any visual aids? _____ Yes _____ No

What suggestions, if any, do you have to improve the presentation? _____

_____

Additional Information _____

_____

Please return this form to your Building Career Coordinator as soon as possible after the completion of a speaker's presentation.

Step 8. Having placed the request form and remaining confirmation form in a reminder folder, the paraprofessional calls the speaker in advance of the speaking date to remind him or her of the commitment. When that is done, the forms are placed in a thank-you letter file.

Step 9. If the speaker can only address one class and if the teacher wishes to have students from other classes come in to hear the talk, the teacher may request that students be excused from other subject classes at the time of the talk.

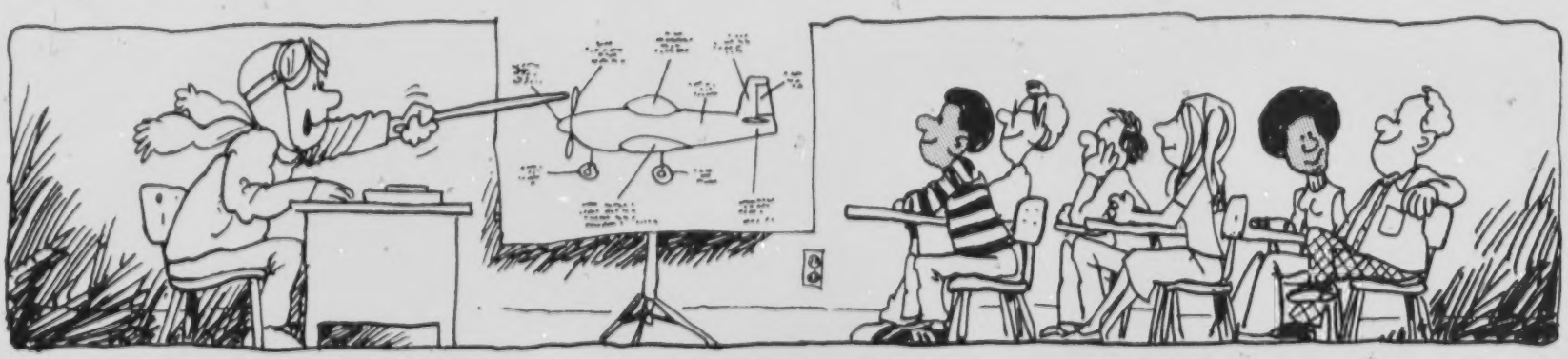
Step 10. After the speaking date, the paraprofessional types a thank-you letter and sends it to the speaker.

Step 11. The teacher or a student or students may also send thank-you letters. These are always well received and result in good public relations.

Step 12. The paraprofessional logs the speaking engagement in the resource file under the name of the company or institution the speaker represented, or under the speaker's name.

Step 13. Finally, the request form and confirmation form are filed in an elementary or secondary school folder for the current school year.

Step 14. At the end of the school year, a certificate of appreciation is sent to each speaker.



HOST ORGANIZATION

In Advance

Furnish the teacher with information (printed material, if possible) about your company or institution: the general nature of its production or services; kinds of things to be seen; kinds of tours for different age groups; how much adult supervision is expected; such special requirements as kinds of clothing to be worn, liability waivers, prohibition on chewing gum, whether or not pictures may be taken.

Remember that young children especially, but even junior high students, profit from concrete learning through touching, feeling, and trying on. If possible, include this kind of experience for them.

Note the characteristics for the age group and grade level of the students who will be visiting; if you have one standard tour, consider modifications according to these characteristics:

Kindergarten through Grade 3

- has attention span of 15-20 minutes for one activity;
- views experiences in relation to self;
- has limited vocabulary, needs explanations in very simple terms;
- has experiences centered mostly on home and school;
- is learning basic skills;
- enjoys doing a simple work task;
- needs to see the relationship between the world of work and school.

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Grades 4-6

has attention span of 20-30 minutes for one activity;
views experiences in relationship to self and others;
has more extensive vocabulary than younger child but still needs explanations in simple terms;
has previous experiences centered on home, school and community;
is working to refine basic skills;
enjoys doing a work task;
also needs to see the relationship between the world of work and school.

Grades 7-8

has attention span of 30 minutes for one activity;
needs specific information about educational and training requirements for jobs, importance of school subjects, attendance and attitudes;
needs an opportunity to ask questions;
needs information on salary range, job ladder, and entry level requirements;
has vocabulary of young adult but still does not understand technical terms;
would find experience at a work task telpful.

Grades 9-12

has expressed interest in several specific career fields;
is mature enough to do individual exploration;
needs a chance to "get the feel of the job";
would gain insight into a particular job through a half-day visit;
needs to relate written information to a real work situation;
has a vocabulary approaching adult level but needs explanation of technical terms.

Also, keep in mind these general goals of career education:

Grades K-6 - positive attitudes toward work and appreciation of the contributions of all workers;
Grades 7-8 - orientation to the wide variety of occupations in the working world;
Grades 9-12 - in-depth study of several possible occupations of interest to the individual.

Provide a guide who is fully informed about the purposes of the experience, who is comfortable with young people, who is qualified to explain the work of the company or institution, and who will be adept in handling such mechanics of the tour as:

making explanations before entering a noisy area;
indicating whether or not questions may be asked of workers;
pointing out tie-ins with what the class is studying.

When the Day Comes

Be sure the tour guide is at the appointed place at the right time.

Evaluation

It will be helpful if you will fill out and return any evaluation form that is sent to you. If none is received, you may wish to send the teacher a letter commenting on such things as student behavior, adequacy of advance information, amount of supervision, time allowance, student preparation and response.

SCHOOL PERSONNEL

In Advance

Before making arrangements for the trip, be sure to obtain permission from the administration and determine how school duties can be covered during your absence.

Choose a site for the field trip where the work being done will illustrate, expand, enrich what is being studied in the classroom.

Find the appropriate place by using such resources as:

Students, as well as their parents, relatives and neighbors;
School administrators with community contacts;
School system lists of available field trip sites;
Advertisers in the school yearbook;
Public relations departments of local companies and institutions;
The Yellow Pages of the telephone book;
The Chamber of Commerce;
The Better Business Bureau;
Local business associations and fraternal groups;
Local union headquarters;
Your own acquaintances;
Recommendations of other school personnel.

When you make contact with the company or institution, be prepared to furnish such information as the following:

how the visit is expected to tie in with classroom work;
preferred date and time of the visit;
kind of transportation to be used;
number of students in the group;
average age and/or grade level of group;
amount of time that can be spent in touring and talking with personnel at the visitation site.

Be sure to follow procedures and policy of your school system on obtaining permissions, arranging transportation, covering your classes, excusing students from other classes, etc.

After arrangements for the field trip are confirmed, be sure students know why they are to visit this particular site and what they may expect to see.

Use such preparation activities as:

discussion of behavior, including any special rules of the host company or institution;
brainstorming of questions to ask workers (if permitted): how long on the job, training necessary, advantages and disadvantages;
reading of material supplied by the host organization or news items concerning it;
showing of a film that the host may have available for loan;
consideration of things to look for that may tie in with classroom work.

Reconfirm the visit with the company or institution a day or two before the trip, and check arrangements: number of persons coming, time of arrival, place to meet tour guide, etc.

Notify the company as soon as possible, if the tour must be cancelled.

Remind students the day before the trip:
where and when to assemble;
special instructions from the host;
reason for the trip, what to look for, kinds of questions to be asked, behavior.

When the Day Comes

Be prompt.
Be prepared to take pictures, if permitted.

Follow-Up Activities (Adapted according to grade level)

Rank order

Make a list, based on student recall, of five work tasks they saw. Have volunteers number the tasks Have them, if they wish, explain the reason for most liked (1) and for least liked (5). Discuss variations in responses.

Discussion questions

What did you observe about the work going on?
Did you see anything that changed your ideas about your own future?
What did you like or dislike about the trip?

Whip strategy

Make unfinished statements and ask some of the students to complete each of them. (They may "pass", if they wish.)

From the field trip, I learned.
One thing I learned about myself during the trip was.
A work task I saw that I would like to do was.
A work task I saw that I would not like to do was.

Other activities

Answers to questions resulting from the trip can be researched and then reported to the class.

A bulletin board can be designed to display pictures and other materials from the trip.

One or more students can prepare a news release about the trip for the school paper or for the PTA newsletter.

Thank you letters

Thank you letters must be written. You can do it yourself, or have all or some of the students write letters, or ask a student volunteer to write a letter which summarizes the comments of the class in the follow-up discussion.

Evaluation

Keep a record for yourself of your own and student reaction to this experience. Use it in planning for your next field trip.

You may wish to enclose with the thank you letter an evaluation form for your field trip guide to fill out and return to you. It can include such items as the following:

Did you fully understand what was expected of you before the visit?
How do you think the students responded to the trip?
Was the time allowed for the trip long enough?
Do you think the students were adequately prepared for the trip?
Were the students adequately supervised?
Do you have any other comments?
Would you be willing to support this program again?

Field Trips - A System for Handling Requests

Step 1. At least three weeks before the proposed field trip, the teacher fills out the following request form and returns it to the Career Education coordinator for the building. (This request may result from suggestions of the coordinator concerning a field trip relevant to classroom work.)

FIELD TRIP REQUEST

Teacher _____ School _____

Room _____ Grade _____ Subject _____

Destination _____

Person to contact (if known) _____

Address and/or phone number _____

Approximate date desired _____ Time _____

Number of pupils taking trip _____

This Section Must Be Completed In Detail

Describe how this field trip will relate to subject matter.

_____

_____

_____

Step 2. If the coordinator and principal approve the trip, the request form is forwarded to the paraprofessional in charge of booking speakers and field trips.

Step 3. Using information on the request form or in the resource file, the paraprofessional calls the company or institution where it is desired to have the field trip and makes the necessary arrangements. (For information on the resource file, see "Speakers -A System for Handling Requests.") Some companies, which host many trips, assign a number of dates to the school system for the school year; in such a case, the paraprofessional indicates which date is being taken for a particular group and the number of students to be expected.

Step 4. Immediately upon setting a date with the company, the paraprofessional arranges for transportation appropriate to number of persons involved. Transportation used must be approved by the school board, must have insurance papers on file, and must be inspected annually by the State Highway Patrol. Possible transportation options are: school busses, leased vans, contractual vans, public transportation vehicles, busses belonging to local churches and community organizations.

The trip is also logged on a weekly calendar with separate lines for each school. This procedure provides a system for control, management, and accountability; the Career office knows where each group of students can be found on any given day, in case problems develop. This also insures that only one trip is scheduled per school per day and that available transportation is not overloaded on a given day. An advance copy of each week's calendar is sent to the Career Education office which keeps a record of expected transportation bills.

Step 5. Having completed arrangements for the field trip with the host and transportation organizations, the paraprofessional types out the Field Observation Confirmation form. Copies are sent to the Career Education office, the teacher, and the coordinator. An extra copy is made to send as a reminder to the teacher. (See 11b.)

FIELD OBSERVATION CONFIRMATION

Date of Request _____ Date of Confirmation _____

School _____ Teacher _____

Grade _____ Number of Pupils _____ Subject _____

Destination _____

Address _____

Person or place
to report to _____ Phone _____

Scheduled Date _____

Time: Depart School _____ Arrive at Destination _____ Return to School _____

Transportation _____

Special Instructions/Suggestions _____

_____

Step 6. If the particular request cannot be met soon, or at the time requested, the paraprofessional notifies the coordinator.

Step 7. The building Career coordinator then sends to the appropriate central administrative office a form called Request for Permission to Take Field Trip. (The example given is for secondary school classes.) Since the principal must sign this form, his or her permission is thereby given.

REQUEST FOR PERMISSION TO TAKE FIELD TRIP

AKRON PUBLIC SCHOOLS
Office of Secondary Education

School _____ Class or Grade _____

Destination _____

Date _____ Hours _____

Type of Transportation: School Bus _____ Private Cars _____

Chartered Bus _____ Other (specify) _____
(name of company)

Number taking trip _____ Expense per student _____ *Number not taking trip _____

*Reasons _____

This trip is organized, directed, and within the control of the undersigned as part of the instructional program for the following purposes:

_____

_____

Teacher _____ Approved: _____
Principal

_____
Director of Secondary Education

Please print or type in duplicate and send both copies to the Office of Secondary Education. One copy will be returned to your school. This request must reach the Office of Secondary Education one week before the date of the trip. Field trips may not be taken during the final two weeks of school.

Use of the preceding request form indicates that all persons concerned have been made aware of the proposed field trip and that all procedures in the Board of Education policy statement on field trips have been followed. It is also a necessary step toward accountability for the children's welfare.

Step 8. The paraprofessional sends to the host organization a confirming letter and copies of brochures relating to Career Education. (For content of these brochures, see "Field Trips - General Suggestions" under the heading of advance information to the host organization.)

Step 9. The teacher distributes parental permission forms which each student takes home for a parent's signature. Some schools require a signed permission slip for each trip; others ask for a blanket permission for the entire year.

Step 10. The classroom teacher may also have to arrange for students taking the field trip to be absent from other classes. One way is to have students' names placed on the day's absence list with an indication of the time period for the trip. In addition, or instead, students may be given a form to have filled out by the teachers whose classes they will miss.

Step 11. The paraprofessional, using the request form and confirmation forms, then

a. logs the event in a field trip notebook under the school's name;
b. places one copy of the confirmation in a follow-up folder. This will be sent to the teacher as a reminder when the time for the field trip approaches.

Step 12. The paraprofessional places the request form and the remaining confirmation form in a reminder folder and then calls the host organization in advance of the field trip date as a reminder of the commitment. When that is done, the forms are placed in a thank-you letter file.

Step 13. After the field trip has taken place, the Career Education office sends a combination thank-you letter and evaluation form to the host organization. The evaluation section is the following:

We would greatly appreciate it if you could fill out this evaluation form to help us improve the preparation of students for future observations. Please return in the self-addressed envelope. Thank you again for your assistance.

1.	Did you fully understand what was expected of you before the visit?	yes	no	not sure
2.	How do you think the students responded to the trip?	very well	well	no response
3.	Was the time allowed for the trip long enough?	yes	no	
4.	Do you think the students were adequately prepared for the trip?	yes	no	could not tell
5.	Were the students adequately supervised?	yes	no	at times

6. Please feel free to add any comments you have about your experience with the students and the teacher.

_____

_____

7. Would you be willing to lend support to this program again? _____

Name _____ Position _____

Phone _____ Company _____

The above evaluation form is retained by the Career Office, but copies may be sent to the coordinator and teacher in the event of especially positive or negative comments.

Step 14. The teacher or a student or students may also send thank-you letters. These are always well received and result in good public relations.

Step 15. The paraprofessional logs the field trip in a card file under the name of the company or institution where the field trip was held.

Step 16. Finally, the request form and confirmation form are filed in an elementary or secondary school folder for the current school year.

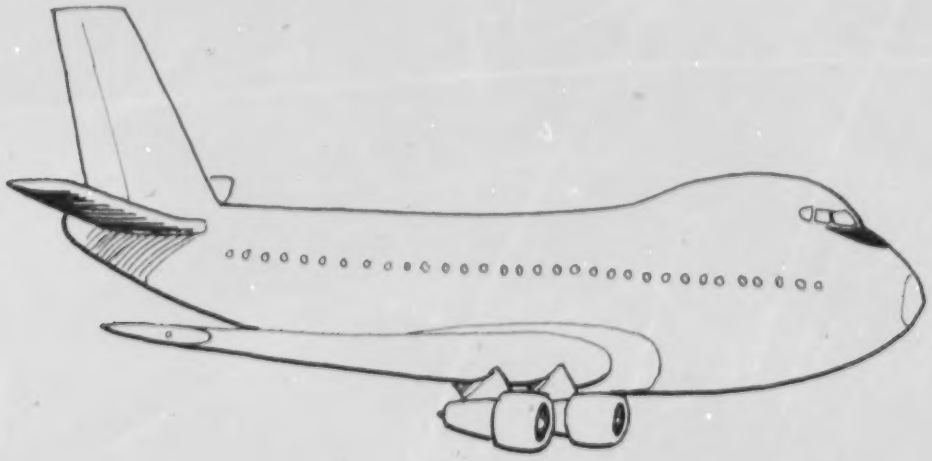
Step 17. At the end of the school year, certificates of appreciation are sent to each organization that hosted one or more field trips.

PREPARATION AND PLACEMENT

To improve and expand the preparation and placement services offered to students of the Akron Public Schools. That was a task undertaken as part of the 1976-1977 federal contract to the Akron Public Schools and the Akron Regional Development Board.

To carry out this task, two major activities are taking place. One is the work of the committee on Job Preparation and Placement (subcommittee of the ARDB Business-Education Committee). The other is the development of a system to follow up on the placement status of the 1976 graduates from the three senior high schools involved in the Career Education Program.

Both activities are described on the following pages.



JOB PREPARATION AND PLACEMENT COMMITTEE

The Akron Regional Development Board's subcommittee on Job Preparation and Placement (see pages 48-49) realized early in its meetings that achieving effective placement for all school leavers was an objective which could not be completed in the period of one school year. Therefore, they determined a methodical pattern of activities to be pursued in biweekly work sessions.

Several meetings were conducted to establish the committee goals, which were stated as follows:

1. Identify and analyze present job preparation efforts and placement efforts conducted in the Akron area by the schools and by other public service agencies.

2. Determine the possible linkages and similarities among the job preparation and placement services offered.

3. Develop an operation model that will enable the collection of accurate, current, and projected local, regional, state, and national occupational information.

4. Devise a dissemination process that will deliver the occupational data in a usable form to students, teachers, and counselors.

5. Develop a comprehensive job preparation and placement model into the total collaborative effort and thus assist students in making the transition from school to work.

Next, a plan of action was undertaken to achieve these goals.

As the first step, committee members made a series of visits to study the variety of programs, agencies, and personnel that offer preparation and placement services in the Akron area. The information obtained by the committee follows.

EXISTING PREPARATION AND PLACEMENT SERVICES

Akron Public Schools - Counselors

All high school counselors must provide a comprehensive and continuous program of preparation and placement services to include:

Occupational Information - the collection, maintenance and dissemination of current information to parents, students and teachers.

Pupil Appraisal and Record Service - interpreting information about students to them, to their parents, to teachers, and to others who are professionally concerned, for the purpose of identifying talents, abilities, achievement, interests, and limitations.

Guidance Service - providing experiences that will aid students in achieving an understanding and appreciation of the world of work and work processes; enhancing the development of student decision-making skills.

Resource Coordination - identifying community resources and establishing programs and procedures to use in meeting the occupational and further education needs of the students.

Preparation and Placement - aiding in matching employment opportunity requests from business and industry with the student; working closely with the Job Placement Specialists of the Akron-Summit County Public Schools in identifying those students meeting program criteria; devoting a substantial amount of time to college and course selection with students desiring to pursue further education.

Akron Public Schools
Department of Vocational Education

The primary responsibility for preparing and placing students who have completed graduation requirements rests with the teachers in the following vocational areas:

Agricultural Education (AG)
Business and Office Education (BOE)
Distributive Education (DE)
Home Economics Education (H Ec)
Trade and Industrial Education (T&I)

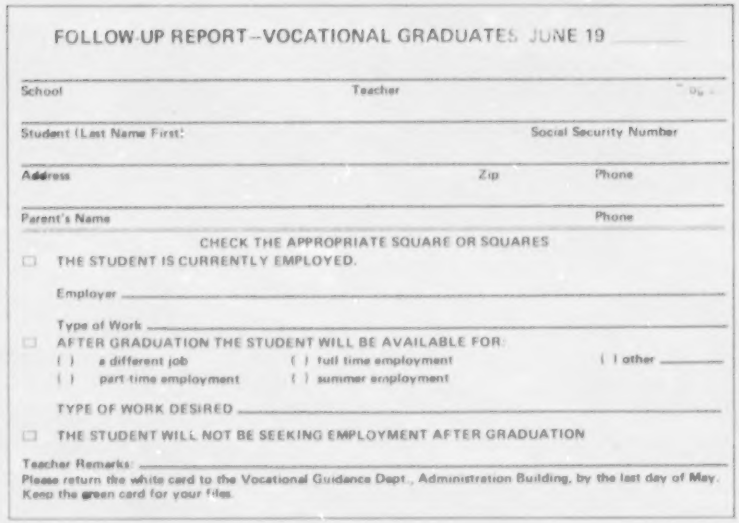
Information about possible employment opportunities often comes to teachers through the 38 Advisory Committees for the courses in the above divisions of the Vocational Education Department. Some additional information about job openings may come to the coordinators for the department divisions. They refer such information to the teachers with whom they work.

During 1976-1977, an employee of the Ohio Bureau of Employment Services worked full time on job development and placement in two senior high schools. It is hoped that this service can be expanded to two more high schools during 1977-1978.

Students in the cooperative placement programs for each division of the Department of Vocational Education are many times given permanent jobs by their employers after graduation. The programs for skilled occupations are Cooperative Office Education (BOE); Distributive Education (DE); Cooperative Home Economics (H Ec); and Diversified Cooperative Training (T&I). Teachers find appropriate half-day job training stations for the students with various employers in the community; they also develop a training plan and provide periodic supervisional services with the employer.

Another cooperative work study program is Occupational Work Experience (OWE). It is intended to keep dropout-prone students in school and to motivate them toward returning to the regular school program. While in OWE, students work half days in paid jobs obtained for them by their teacher-coordinator. During half days in school, they receive instruction from the teacher-coordinator in academic subjects, skill remediation, and the development of skills and attitudes necessary for job seeking, job getting, and job holding.

Six months after the graduation of students from the job training programs, a follow-up study is made of all vocational graduates by their former teachers. This is required by the State of Ohio, which funds these programs. The teacher report forms are shown in the opposite column.



FOLLOW-UP REPORT—VOCATIONAL GRADUATES JUNE 19 ____

School Teacher

Student (Last Name First): Social Security Number

Address Zip Phone

Parent's Name Phone

CHECK THE APPROPRIATE SQUARE OR SQUARES

☐ THE STUDENT IS CURRENTLY EMPLOYED.

Employer _____

Type of Work _____

☐ AFTER GRADUATION THE STUDENT WILL BE AVAILABLE FOR:

( ) a different job ( ) full time employment ( ) other _____

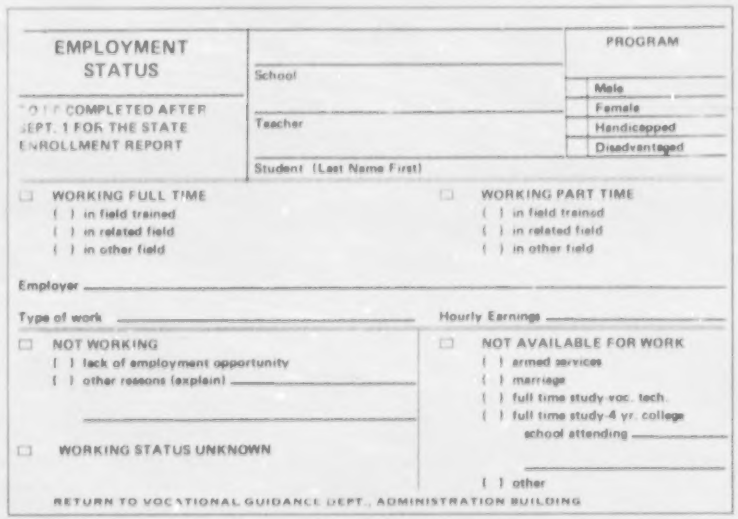
( ) part-time employment ( ) summer employment

TYPE OF WORK DESIRED _____

☐ THE STUDENT WILL NOT BE SEEKING EMPLOYMENT AFTER GRADUATION

Teacher Remarks: _____

Please return the white card to the Vocational Guidance Dept., Administration Building, by the last day of May. Keep the green card for your files.



EMPLOYMENT STATUS

TO BE COMPLETED AFTER SEPT. 1 FOR THE STATE ENROLLMENT REPORT

School

Teacher

Student (Last Name First)

PROGRAM

Male

Female

Handicapped

Disadvantaged

☐ WORKING FULL TIME
( ) in field trained
( ) in related field
( ) in other field

☐ WORKING PART TIME
( ) in field trained
( ) in related field
( ) in other field

Employer _____

Type of work _____ Hourly Earnings _____

☐ NOT WORKING
( ) lack of employment opportunity
( ) other reasons (explain) _____

☐ WORKING STATUS UNKNOWN

☐ NOT AVAILABLE FOR WORK
( ) armed services
( ) marriage
( ) full time study voc. tech.
( ) full time study 4 yr. college
school attending _____
( ) other

RETURN TO VOCATIONAL GUIDANCE DEPT., ADMINISTRATION BUILDING

Akron-Summit County Public Schools
Job Placement Department

Using a systematic approach, this agency provides assistance in finding employment for youth who meet the criteria of low income - disadvantaged.

The basic functions of the department are:

- collecting and maintaining data on eligible youth in 19 Akron and Summit County high schools;
- obtaining data on occupational opportunities from business and industry;
- instructing of participating youth in pre-employment and job-hunting techniques, as well as the needs and desires of employers;
- screening of students, as job openings occur, in order to refer qualified candidates to employers requesting applicants;
- doing follow-up work with employers and students as a tool to measure success and as a source of current information for schools regarding employer needs and trends;
- holding in-service meetings to advise educators about job-preparation, job-seeking, and job-holding skills.

Job placement specialists work with school counselors, teachers and administrators in order to provide students with employment information. One half of their time is spent in the business community sector seeking employment information. The funds for program operation are provided by the Division of Vocational Education, Ohio Department of Education under the Vocational Education Amendments of 1968.

Akron/Summit/Medina
Employment and Training Consortium

This agency is funded through the U.S. Department of Labor under the Comprehensive Employment and Training Act of 1973. It serves residents of Akron and of Summit and Medina Counties.

Like its counterparts throughout the nation, it assists unemployed, underemployed, or economically disadvantaged persons to prepare for, to obtain, and to keep unsubsidized employment.

In-school youth are served through the Youth Work Experience Program (replacing the Neighborhood Youth Corps). Economically-disadvantaged students work part time in non-profit institutions such as hospitals, schools, libraries, and government agencies. They are paid the federal minimum wage. They also receive counseling and preparation for later work experiences.

A similar program is operated for school dropouts. It provides preparation to take the test qualifying them for the General Education Diploma; work experience; and preparation for, and placement in, a variety of entry-level jobs.

For school graduates and other adults seeking employment, a variety of services are offered through a number of different agencies:

Job Development/Placement - assessing skills and interests of applicants, counseling, job development and placement.

Classroom Instruction - training for
- various semiskilled occupations;
- office occupations;
- pre-apprenticeship in machine trades (followed by placement in apprenticeships);
- a variety of other occupations through the Less-Than-Class Program (operated under subcontract with private, accredited vocational schools).

On the Job Training - subcontracting with private employers who make a commitment to train persons on the job and to employ them after training is completed.

Other Services - transportation, child care, limited medical and dental care, physical examinations, work clothes, tools, and preparation for the job-seeking process.

Agencies funded under the Comprehensive Employment and Training Act (CETA) have different names in different localities. Persons interested in CETA services are advised to contact the local office of their state employment service and ask for the location of the CETA Prime Sponsor in their area.

Labor Education Advancement Program (LEAP)

The Akron Urban League's Labor Education Advancement Program provides job development, placement, and preparation services for men and women in construction and apprenticeship opportunities. It also provides high school students, in cooperation with the Career Education Program, general introduction to opportunities in the construction industry and to its various apprenticeship programs. (For further information, see pages 106-110.)

The women's component of LEAP provides specific assistance in employment opportunities for women entering non-traditional areas of work in the construction and apprenticeship fields.

More specifically, the agency:

- refers clients to the Ohio Bureau of Employment Services for interest and aptitude testing;
- receives referrals from the Ohio Bureau of Employment Services;
- works closely with the skilled trade unions in solicitation of apprenticeship openings;
- provides tutoring service that will assist clients to obtain satisfactory results in apprenticeship testing programs;
- follows up clients placed in apprenticeship programs for the duration of their training.

National Alliance of Businessmen (NAB)

The two main purposes of the preparation and placement efforts of the National Alliance of Businessmen are (1) corrective - to get jobs for the hard-core unemployed, including the disadvantaged adult, Vietnam-era veteran, ex-offender, and disadvantaged youth, and (2) preventive - to encourage businessmen and educators to work together to prepare youth to be job-ready.

NAB also sponsors, in cooperation with the Career Education Program, a "Youth Motivational Task Force". This project brings to ninth grade students exposures to the world of work through resource speakers and field observations. (For more details, see pages 90-93.)

A strong communication linkage exists between NAB and the Ohio Bureau of Employment Services, because the Bureau refers potential placement candidates for NAB employer participants.

The Human Resources Development Institute (HRDI) of the AFL/CIO also refers potential clientele for the National Alliance of Businessmen employer participants. HRDI promotes training and employment opportunities for disadvantaged, unemployed Americans.

Ohio Bureau of Employment Services

Counseling and job placement services are offered to any person 16 years of age and older.

The counseling service includes:

- administration and interpretation of the General Aptitude Test Battery, Specific Aptitude Test Battery, Non-Reading Aptitude Test Battery, Interest Test, Basic Occupational Literacy Test;
- Proficiency Testing (Typing, Dictation, Spelling, Legal and Medical Spelling, Statistical Typing);
- Color Vision Testing;
- referral services to other public agencies;
- transmittal of results from the General Aptitude Test Battery to School counselors;
- some counseling services for the handicapped.

Placement services include:

- providing employers with qualified candidates for employment;
- obtaining job openings from local employers;
- developing jobs for persons with specific skills;
- using the clearance service in searching for persons with skills not available in the local area;
- using the same clearance service to place local applicants with skills needed in regional, state, and national areas;
- conducting follow-up on disposition of referrals;
- putting special emphasis on the placing of women, veterans, and members of minorities;
- providing labor market information to schools, public agencies, business and industry.

The University of Akron Placement Office

Helping students find jobs commensurate with their qualifications and expectations on a permanent basis following graduation is the chief function of the Placement Office. Students seeking such career employment are invited to register with the Office, and to maintain an active file there. The Office will then be in a position to refer them to prospective employers and to assist them in making appointments to be interviewed by representatives of business, government, education and private institutions who come to the campus for this purpose.

To register, students must complete a resume and a locator card providing information needed for efficient placement assistance. No fee is charged. Initial registration is for the current placement year, beginning October 1. Records for each year are placed on an inactive status, if no response is made to the questionnaire mailed to each registrant after graduation. Re-registration and updating of the file are necessary to continue as active.

Those eligible for placement services are:

- Seniors and Community and Technical College students completing graduation requirements during December, June or August of each academic year;
- Graduate students who have completed a year of full time graduate study, or the equivalent, at The University of Akron;
- Alumni of the University who are interested in career opportunities in business, industry, education, or government.

Available services are:

Interview with Employers - Campus interviews with representatives from business, industry, government and private agencies are scheduled throughout the school year. Registrants are regularly advised on these visits, and may reserve appointments for interviews through the Placement Office.

Federal and State Civil Service Notices - Notices of current openings within the Civil Services and

other government agencies, application forms, and schedules of Professional and Administrative Career Examination dates are available in the Placement Office.

Contacts - Names of people to contact within organizations as well as addresses for all types of employers and locations are available in the Office or can be obtained.

Current Job Opportunities - Employers regularly notify the Placement Office of positions available within their organizations. These notices are filed in the Office and are available to interested candidates.

Employer Literature - Literature is available about career opportunities with hundreds of companies, government agencies and school systems. The College Placement Annual, a directory of some 2,000 companies and government agencies interested in employing college graduates, is issued each year to seniors registered with the Placement Office.

Interviews with Office Staff - Career counseling is available at any time during the student's years on campus. Students can learn about various career fields and their requirements. Interviews help the staff to know the candidates better and to give more personal assistance.

Recruiting Calendars - During the school year, regular listings of employers scheduled to recruit on campus are made available to students registered with the Placement Office. After graduation, these lists are made available to alumni at their request.

SERVICES FOR THE HANDICAPPED

Bureau of Vocational Rehabilitation

This organization provides counseling, training and placement services for handicapped adults and out-of-school youth. They may be referred to the Bureau by the Ohio Bureau of Employment Services, public schools, and the Vocational Development Center.

The counseling services are: administration and interpretation of the General Aptitude Test Battery, psychological and medical assessments, referrals to other public agencies.

Placement services include: training in employability and job seeking skills, developing jobs with local employers, job placement when ready, and follow-up services.

Vocational Development Center for the Handicapped

The Center helps handicapped individuals 16 years of age and over with the evaluation and assessment of their abilities and aptitudes. It also provides the handicapped persons with opportunities for career exploration of various job titles. Additional services are counseling and training in employability and job seeking skills.

Akron Public Schools Special Education Department

An occupational evaluator assesses the performance of job skills by handicapped students. This process determines the vocational potential of the students. It also facilitates better course selection and training as students proceed through high school. The evaluator does follow-up work and makes observational reports of pupil performance related to skill development.

The Special Education Work-Study Program provides handicapped students with an opportunity to explore various work experiences through the Special Education Work-Study Program. It offers skill development and evaluation of student abilities and aptitudes.

Another facet of job preparation is student participation in the Special Education Workshop that is part of the Work Study Program.

The workshop focuses on assembly line types of operations which can be handled by the participating students. They are paid on a piece rate basis with a Work Study coordinator supervising their efforts.

The Work Study coordinator also places students in out-of-school jobs during their stay in school and provides job placement services upon the completion or termination of their schooling.

Counseling, placement, and follow-up services are offered by the Work Study coordinator to out-of-school youth who have participated in the Work Study Program.

RECOMMENDATIONS FOR IMPROVING JOB PREPARATION AND PLACEMENT

The ARDB Job Preparation and Placement Committee has devoted a substantial amount of time to studying the many above-mentioned agencies that provide preparation and placement services. The committee's next goal is the development of a comprehensive job placement model which will take into consideration the maximum and most efficient use of existing services.

For the development of the job placement model, committee members have made the following recommendations:

1. Improve coordination and communication among the agencies providing preparation and placement services.

2. Develop a centralized referral system that will channel to appropriate agencies not only persons who are seeking preparation and placement services, but also employers who are requesting workers suitably qualified to fill job openings.

3. Improve coordination and communication among school personnel and programs.

4. Develop course work at The University of Akron to enhance the skills of educators and others in job preparation and placement.

5. Improve dissemination to the general public of information on preparation and placement services offered in the area.

6. Expand the present public school preparation and placement services in order to serve a greater number of students.

7. Improve the preparation, placement, and follow-up services of existing programs in order to enhance the nature of the services, as well as to expand services for a wider segment of the population.

8. Form an advisory group that will help to coordinate the functions of present agencies and services, as well as the planning of new services.

9. Provide in-service training programs for educators and present placement and preparation personnel.

10. Develop for area-wide distribution a handbook that describes the agencies and their services.

PLACEMENT FOLLOW-UP SYSTEM

Placement systems for vocational students and disadvantaged students have been described on pages 186-192.

Other graduating seniors not having immediate plans for college have no placement service provided to them by the school system. These students frequently have unrealistic placement objectives when they graduate from high school. In addition, many students become dissatisfied after graduation with the goals they have previously pursued and wish to make a change.

It was therefore decided that several months after graduation would be a good time to institute a follow-up study of the former students with the goal of providing placement assistance and placement alternatives for them.

Information retrieved from the follow-up would be channeled to appropriate area agencies with the staffs of those agencies providing information or services requested.

Follow-Up Procedure

First, the form on page 194 was developed in cooperation with the Akron-Summit County Public Schools Job Placement Department.

Then in May of 1977, the follow-up form was mailed to graduates of 1976 from the three Akron senior high schools involved in the Career Education Program. (Graduates of vocational programs were not included, because those programs have their own placement and follow-up service, as explained on pages 186-187.) The forms were stamped so that they could be returned postage-free by the graduates.

Response to Follow-Up

Of the 980 forms sent out, 62 were returned because the persons had moved since graduation and had left no forwarding address. Returned forms numbered 348.

The following data reflects the response to major categories:

Presently Enrolled In College	95
Enrolled in a Training School	7
Seeking Employment or Additional Training	180
Seeking Two Year or Four Year College Enrollment Information	78

Follow-Up Services

For those students seeking employment or additional training, the Akron-Summit County Public Schools Job Placement Department assigned placement specialists to fulfill the needs that individual respondents had identified.

The University of Akron and its two-year Community and Technical College provided information for the 78 graduates seeking it.

Summary

The approach used in this placement program requires a very small budget and very little staff time on the part of schools. It does require the commitment of local placement agencies to a collaborative effort with the schools. This effort could be expanded to include counseling services from the community agencies, as well as employment and training information.

Akron Public Schools
Career Education Programs

HI!

WE ARE INTERESTED IN WHERE YOU ARE AND WHAT YOU ARE DOING. IN ORDER TO HELP YOU WITH YOUR CAREER, WE WOULD LIKE YOU TO FILL OUT THIS SHORT QUESTIONNAIRE.

PLEASE FILL IT OUT AND MAIL IT BACK TODAY! A POSTAGE STAMP HAS BEEN PROVIDED FOR RETURN MAILING.

DIRECTIONS:
1. USE PEN OR PENCIL.
2. PRINT
3. ANSWER ALL QUESTIONS.
4. MAIL TODAY!

I PRESENT EMPLOYMENT STATUS

a. ☐ Full-time (30 hours or more per week)
☐ Part-time (less than 30 hours per week)
☐ Unemployed

b. Kind of Job (Mark only one)
☐ Apprenticeship
☐ Sales-Clerk and Cashier
☐ Clerical-Office
☐ Food Service and Restaurant
☐ Technical
☐ Managerial
☐ Laborer
☐ Mechanical
☐ Housewife
☐ Armed Forces _____ Branch

c. Place of Employment
Company Name _____
Address _____ Street _____ City _____ State

d. Job Description _____
Title _____

e. How did you get your job?
☐ School Job Placement ☐ Friend
☐ State Employment Agency ☐ Relative
☐ On my own ☐ Other (Specify) _____

f. How long have you been on your present job?
☐ Less than 1 month ☐ 1-2 months
☐ 2-3 months ☐ 3-4 months ☐ 4-5 months
☐ 5-6 months ☐ more than 6 months

g. Approximate weekly earnings
☐ $0-$24 ☐ $25-$49 ☐ $50-$74
☐ $75-$99 ☐ $100-$124 ☐ $125-149
☐ $150-over

II TRAINING INTERESTS

a. Are you interested in training in another area?
☐ Yes ☐ No

b. If yes, indicate which area:
☐ Auto Body
☐ Auto Mechanics
☐ Carpentry

TRAINING INTERESTS (con't.)

☐ Civil Service
☐ City
☐ Educational
☐ Government
☐ Other (specify)

☐ College — ☐ 2 yr. ☐ 4 yr.

☐ Commercial Art	☐ Medical
☐ Cosmetology	☐ Military
☐ Drafting	☐ Office Work
☐ Electricity-Electronics	☐ Sales
☐ Dental	☐ Secretarial
☐ Drafting	☐ Tech. Schools
☐ Machine Trades	☐ Other _____

c. Are you a high school grad? ☐ Yes ☐ No

d. If no to above, are you interested in:
☐ Completing high school
☐ Night School
☐ High School Equivalency (GED)

III PERSONAL DATA

a. Marital Status
☐ Married ☐ Single ☐ Divorced
☐ Separated

b. Do you have children? ☐ Yes ☐ No
How many? ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

c. Where do you live?
☐ with parents ☐ rent own apt.
☐ own a home ☐ other (specify) _____

d. Number of people living in your household
☐ father ☐ mother ☐ sisters
☐ brothers Total _____

e. Your Birthdate ____ month ____ day ____ year

f. Age Now _____

IV INTEREST IN HIGHER EDUCATION

a. Would you like enrollment information for a 2-year college program?
☐ Yes ☐ No

b. Would you like enrollment information for a 4-year college program?
☐ Yes ☐ No

V TRANSPORTATION

a. Do you have transportation? ☐ yes ☐ no

b. Type: ☐ own car ☐ bus ☐ family car
☐ other (specify) _____

VI TRAINING AND EDUCATION

a. Have you taken any further education or training since high school? ☐ yes ☐ no

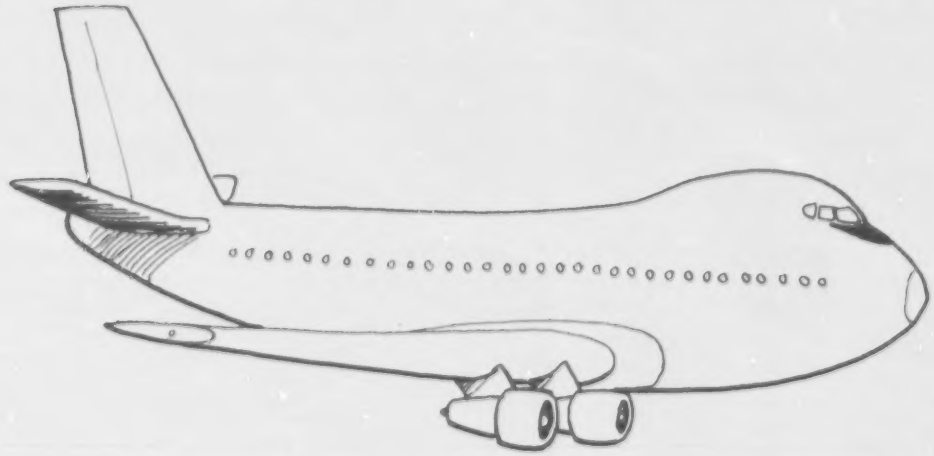
b. If yes to above, check which type:
1. College (name) _____
☐ full time ☐ part time
☐ public ☐ private
2. ☐ Adult Evening School
3. ☐ Art School
4. ☐ Business School
5. ☐ Nursing School
6. ☐ Technical School
7. ☐ Trade School
8. ☐ Cosmetology School
9. ☐ Other (specify) _____

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |

FOLD UP AND SEAL SEE BACK

EVALUATION IN CAREER EDUCATION

Evaluation should be viewed positively as a necessary and integral part of Career Education. Why, what, who, and how are some basic questions about evaluation that need to be considered. On the following pages are some answers to these questions which may prove helpful.



Evaluation in Career Education

Evaluation can be a very threatening word to educators who have been criticized severely because certain students failed to achieve established standards in basic skill subjects.

If evaluation of Career Education is to be effective, it must be viewed as a positive endeavor by educators, community participants, and students. While individuals must be evaluated, and feedback returned to them, the evaluation plan should measure the degree to which needs have been fulfilled and goals achieved in the total program. The focus should be placed on program improvement rather than on individual failure.

By answering the following series of questions, readers will be able to design such evaluation plans for their programs:

1. What is the objective of the evaluation? Why are we doing it?
2. What should be evaluated?
3. Who should be evaluated?
4. How can Career Education program elements be evaluated?
5. How can the total Career Education program be evaluated?

WHAT IS THE OBJECTIVE OF THE EVALUATION? WHY ARE WE DOING IT?

Evaluation is frequently a requirement by funding agencies to insure that schools are meeting Career Program objectives. Desired, measurable outcomes are usually agreed on by the school district and the funding agency prior to the implementation of a Career Education program. It is at this point that the planning of program evaluation procedures can enhance the chance of success in the total Career Development process from in-service training of staff through student outcomes in terms of career maturity.

Evaluation should be viewed as an essential component of a Career Development program, regardless of funding criteria. It enables program leaders to be aware of the success attained in each measurable area of the Career Program. Each successful evaluation provides an opportunity for strengthening program weaknesses and meeting additional needs of participants.

WHAT SHOULD BE EVALUATED?

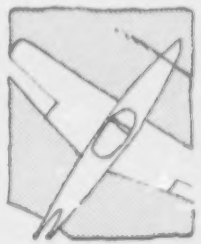
The work of Super, Holland, Crites and others has clearly demonstrated that career maturity is a developmental process that begins early in life and extends into old age. Norms have been established for affective and cognitive career skills at different age levels. If the purpose of Career Education is to enhance Career Development, then student career maturity must necessarily be measured.

Career Education is a reform movement in American schools. In-service training or retraining is a vital part of any reform. If training sessions are based on the needs of those involved, the success or failure in meeting these needs can and should be measured.

Academic achievement is essential in career preparation. Reading and math skills in particular should be closely monitored. If Career Education is successful, it will contribute to the development of these skills. Comparison should be made between students receiving Career Education experiences as part of their school program and students not receiving such experiences.

The effectiveness of school personnel in helping students to achieve the objectives set for them should also be evaluated.

WHO SHOULD BE EVALUATED?



Individual tests should be administered to students beginning in the late elementary grades and extending through high school. Instruments that show career aptitude, interest, and knowledge of occupational information as well as other types of self inventories can be used to evaluate student development in terms of career maturity. They can also provide students with meaningful self data, when they are used as classroom guidance tools by teachers and counselors.

Teachers, counselors, and other school administrators should be evaluated. Such evaluation should be focused on the types and frequency of Career Education experiences provided for students.

In addition, if Career Education programs are to be successful, teachers and counselors must incorporate appropriate materials and activities into their daily classroom and guidance plans. The quality of materials and activities as well as the frequency of their use can and should be measured.

Coordinators and administrators of Career Education programs should be evaluated. The quality of their leadership and their effectiveness in program coordination should be the criteria for such evaluation.

HOW CAN CAREER EDUCATION PROGRAM ELEMENTS BE EVALUATED?

It has been part of the Akron philosophy to utilize Career Education test results as classroom guidance units for students. The primary function of the data is to enable individual students to gain personal insights as well as cognitive information and, in so doing, to enhance their career development. The secondary function of the data is to provide program administrators with information that can be used to evaluate the success of the Career Education program.

The Akron schools have used a wide variety of evaluation tools to monitor Career Education. Many of these tools are commercially available. A close examiniation of the following should enable the readers to begin developing an evaluation plan for their Career Education programs and to examine student outcomes in terms of the seven element areas as defined in the Ohio Model for Career Education.

Evaluation Tools

Element Area: Self

Grades 6-12	Career Maturity Inventory by John Crites McGraw-Hill Book Co. 1221 Avenue of the Americas New York, NY 10036
Grades 3-10	Ohio Career Development Test State Department of Education 65 Front Street Columbus, OH 43215
Grades 8-12	Super Work Values Inventory by Donald Super Houghton Mifflin Co. 2 Park Street Boston, MA 02107
Grades K-12	Self Observation Scales National Testing Service, Inc. Durham, NC 27707
Grades 7-12	Ohio Vocational Interest Survey State Department of Education 65 Front Street Columbus, OH 43215
Grades 9-12	Self Directed Search by John Holland Consulting Psychologists Press 577 College Avenue Palo Alto, CA 94306

Element Area: Economics

Grades 3-10 Ohio Career Development Test

Element Area: World of Work

Grades 6-12 Career Maturity Inventory
3-10 Ohio Career Development Test
8-12 Super Work Values Inventory
7-12 Ohio Vocational Interest Survey
9-12 Self Directed Search

Element Area: Decision Making

Grades 6-12 Career Maturity Inventory
3-10 Ohio Career Development Test
8-12 Super Work Values Inventory
7-12 Ohio Vocational Interest Survey
9-12 Self Directed Search

Element Area: Individual and the Environment

Grades 3-10 Ohio Career Development Test
9-12 Self Directed Search

Element Area: Education and Training

Grades 6-12 Career Maturity Inventory
3-10 Ohio Career Development Test
9-12 Self Directed Search

Element Area: Employability and Work Adjustment Skills

Grades 6-12 Career Maturity Inventory
3-10 Ohio Career Development Test
9-12 Self Directed Search

Teacher Participation in Career Development Programs

The assessment instrument reproduced on the following pages was developed in the Akron schools to monitor the quantity and type of career activities being provided to students by teachers. Teachers respond to this assessment three times during the school year.

Item 1. defines the seven element areas of the Ohio Career Education Model. Teachers develop and maintain a broad perspective of Career Education by making a subjective analysis of their involvement in the seven areas. Career coordinators can examine data from this item and readily see the strength or weakness of the various element areas by individual teachers, buildings, grade levels, or curriculum areas.

Item 3. defines six types of Career Development activities that can be used in any of the seven element areas of Career Education.

Item 4. provides a quick check list for the teacher to use in requesting assistance from the coordinator or specialist. This will have special value for a program in which coordinators serve the needs of more than one building.

AKRON PUBLIC SCHOOLS
CAREER EDUCATION PROGRAM ASSESSMENT

Name _____ Grade ___ Subject _____

School _____ Date _____

1. I have been involved in the following areas of Career Education during this assessment period. (Check as many as apply.)

   a.___ Individual and Environment. How people use and modify environments and their resources. Helps the student understand his role in the home, school, community and work.

   b.___ Economics. Students learn to see themselves as productive worker units who support their community through efficient positive efforts as producers and consumers.

   c.___ World of Work. Students collect information about jobs. They begin to develop an understanding of what behavior and qualifications are required to do certain jobs. Job entry levels, performance activities, working conditions, etc. are also included.

   d.___ Education and Training. Students learn what education and training will be required for certain jobs. They explore their own abilities and determine if they can be developed to the level required to perform certain jobs.

   e.___ Employability and Work Adjustment Skills. Students learn how good attitudes are a contribution to their own success as well as the success of their community.

   f.___ Self. Students deal with their own feelings, perceptions and beliefs. Self-awareness, self-acceptance and self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes.

   g.___ Decision Making. Students must learn a method for making decisions if they are to become employable and well-adjusted citizens.

2. When I think of the above areas of Career Education, I estimate that I have spent the following percent of my classroom time teaching these concepts during this assessment period. (CHECK ONLY ONE.)

0%	0-10%	10-20%	20-50%	50-80%	80-100%
___	___	___	___	___	___

3. I have used the following methods to teach the areas of Career Education that I have marked for this assessment period. (Check as many as apply.)

a.___ Integrating ideas from Career Education curriculum guides into my classroom activities.

b.___ Taking my class on field trips.

c.___ Presenting guest speakers to my class.

d.___ Using commercial Career Education supplemental materials. (films, slides, tapes, etc.)

e.___ Enabling students to participate in "hands on" type of career experiences. (role playing, simulation games, etc.)

f.___ Using classroom guidance activities related to the seven areas of Career Education as listed in question one.

4. I would like to have further assistance from the Career building coordinator in the following areas for the coming year:

a.___ Providing suggestions on how to implement career activities into my subject area.

b.___ Providing assistance in the utilization of commercially prepared career materials.

c.___ Providing assistance in planning for speakers or field experiences.

d.___ Providing published material related to Career Education concepts.

e.___ Assisting in the development of instructional objectives related to Career Education.

f.___ Providing assistance in classroom career guidance activities.

g.___ Other (explain briefly).

5. If you have not been adequately involved in Career Development during the past assessment period, would you mention your concerns in order that we may be more aware of these obstacles.

_____

_____

_____

HOW CAN THE TOTAL CAREER EDUCATION PROGRAM BE EVALUATED?

If collaboration with all elements of the community is an objective of Career Education programs, then business, labor, industry, and parents must be included in the evaluation process. They must be provided an opportunity to review program objectives, staff effectiveness, facilities, materials, program administration and curriculum development.

PRIDE Evaluation

An evaluation process meeting the above critera is

The Ohio Program for Review for Improvement, Development, and Expansion in Career Education (PRIDE)
State Department of Education
65 Front Street
Columbus, OH 43215

Evaluation booklets and procedure guides are made available to participating school districts.

The primary purpose of this review program is to improve the quality of education in Ohio through the combined efforts of local and state personnel. Ohio's PRIDE in Education is a comprehensive system designed to assist teachers, counselors, Career Education directors, administrators, supervisors, and state personnel to plan for quality programs in Career Education. This program requires involvement of students, parents, lay citizens, business/labor/industry personnel, teachers, school administrators, counselors, and the staff of the State Department of Education.

In 1977, Career Education in Akron was evaluated by the PRIDE process. A general chairperson was appointed for the Akron schools, and review committees were formed for the elementary and secondary programs.

Several evaluation visits were made to school buildings assigned to each of the two PRIDE teams.

Each team member filled out an evaluation in the following areas:

- Career Education Staff
- Career Education Facilities and Materials
- Career Education Coordination and Administration
- Personnel and Curriculum Development (Each of the seven elements of Career Education defined in the Ohio Model was examined in terms of their infusion into existing curriculum.)
- Incorporation of the 15 United States Office of Education career cluster areas into the curriculum
- The In-Service Training Program
- Administration, Counselor and Teacher Participation

The evaluating committees made recommendations in each of the above areas with a listing of the dollar costs and a timeline for implementing suggestions. An example is the recommendation regarding the Central Resource Center for the Career Education program. Committee members were concerned that many teachers and counselors were not aware that this resource center was available to them and that materials would be difficult to identify when school personnel did use the center. As a result of this concern, materials are being catalogued, a procedure for distribution is being developed, and a listing of available materials is being prepared for distribution.

A major strength of the PRIDE evaluation is that it brings together representatives of business/labor/industry, parents and educators. It provides them with a vehicle jointly to identify their responsibilities in Career Development education as well as to initiate methods for meeting identified Career Education needs.

All participants on the evaluating committees developed a better understanding of Career Education and increased their involvement in the program, as a result of their experience.

Findings that resulted from the PRIDE evaluation were reported to the State Department of Education as well as to the local school district.

An Evaluation of Student Learning in the Career Development Program of the Akron, Ohio City School District

This evaluation was conducted during the 1975-1976 school year by:

Policy Studies in Education
(A Department of the Educational Research Council of America)
475 Park Avenue South
New York, NY 10016

Policy Studies in Education, as part of its third-party evaluation of the Career Development Program of the Akron City School District, agreed to analyze the program's strengths and weaknesses and to make recommendations. The analysis and the recommendations were to be based upon tests administered to students in the district. The amount and type of learning in the area of Career Education concepts which had resulted from five years of program activity were to be determined.

During the 1974-1975 school year, PSE staff members developed many items based upon observations of Career Education practices in several cities in Ohio. Using the best of these items, they then constructed tests for students in grades 3,6,8, and 10. These tests were administered to a sample of Career Education program students and non-program students in Akron. Results were analyzed to assess Career Education learning in Akron and in other cities in Ohio.

During the 1975-1976 school year, these same tests were refined to reflect what PSE had learned from the previous year's testing effort. The revised tests were again administered to program and non-program students in Akron, and the results were analyzed to obtain information about the Akron program and to make recommendations for future program efforts.

Procedures

The focus of the evaluation was the amount and type of cognitive and affective learning of Career Education concepts displayed by Akron students as revealed by the tests developed in Ohio. The evaluation design was a single end-of-the-year measure of such knowledge for program and non-program students in grades 3, 6, 8, and 10.

Conclusions and Recommendations

Based on the results from the May, 1976 testing, PSE concluded that the program staff had been successful in modifying teacher behavior and curriculum content to the extent shown by the following:

> As measured by the cognitive section of the May testing, program students at all grade levels were able to show significantly superior knowledge of Career Education concepts over non-program students.

Program students in grade 10 were able to show significantly better attitudes than the non-program students toward Career Education concepts represented in the affective section of the May testing.

Program students in grades 3, 6, and 8 were able to show slightly better attitudes than the non-program students toward the Career Education concepts in the affective sections of the individual grade level tests.

Therefore, PSE recommended:

that program efforts be continued along much the same lines that had produced these outstanding results;

that emphasis be placed on reaching more students and, consequently, raising the level of knowledge of Career Education concepts at all grade levels; that this type of effort would be especially beneficial for the eighth grade students who received the lowest percentage of items correct on both the cognitive and affective tests;

that consideration be given to providing all program students with experiences and activities which might influence more positive attitudes toward Career Education concepts.

Further conclusions indicated that the program had influenced the instruction of students in the following ways:

Program students in grades 8 and 10 were able to achieve significantly higher scores than their non-program counterparts in all seven developmental areas on both the cognitive and the affective sections of the May tests.

Program students in grade 3 were able to score significantly higher than the non-program students in six of the seven developmental areas in both the cognitive and affective sections of the May test.

Program students in grade 6 were able to score significantly higher than the non-program students in the areas of Self, World of Work, and Education and Training in both the cognitive and the affective sections of the May tests.

Both program girls and program boys were benefitting from the program efforts.

In grade 10, the academic student and the non-academic student were benefitting equally from the program efforts.

PSE made the further recommendation that future efforts be concerned with ways of making the program equally beneficial for all students. Because current methods of instruction had been successful in providing students in the Akron Career Development Program with a good basic understanding of Career Education and its concepts, PSE suggested that future efforts might be directed toward reaching students of special populations.

As it exists now, PSE stated, the Akron Career Education program has presented a well-rounded approach to all students and has been so successful in its implementation that it was able to show differences in student learning of Career Education concepts.

What's Your Flight Plan?

In summary, how do you use the unique resources of your own community to embark on a collaborative program in Career Education? It is hoped that the following list of items based on the Akron, Ohio experience will be helpful.

1. How to determine whether local conditions are favorable for collaborative efforts. (See "Atmospheric Conditions," page 7, and "Favorable Atmosphere," pages 43-44.)

2. How to select school personnel for the program. (See "Finding the School Pilot" and "School Ground Crew," page 6.)

3. How to engage community personnel in the program. (See "Enlisting the Co-Pilots," pages 7-8, and "ARDB Business-Education Subcommittees," pages 47-49.)

4. How to determine program goals and activities. (See "Moving Toward Collaboration," pages 6-7, and "Developing the Flight Plan," page 8.)

5. How to select methods of determining the degree of program success in accordance with established goals. (See "Evaluation in Career Education," pages 195-205.)

6. How to train school and community personnel for participation in the program. (See "Training for Collaboration - School Personnel," page 6; "Training for Collaboration - Work Sector Crew," page 8; "In-Service Programs," pages 51-73.)

7. How to collaborate with national organizations in programs for your locality. (See "Collaboration in National Programs," pages 75-93, and "Collaboration in Local Programs of National Organizations," pages 95-110.)

8. How to use other local resources and increase parent involvement in your program. (See "Collaboration in Akron Programs," pages 111-148, and "Collaboration with Parents," pages 149-160.)

9. How to use speakers and field trips effectively in the program. (See "Collaboration to Make Speakers and Field Trips Contribute to Effective Career Development," pages 161-182.)

10. How to coordinate efforts to prepare and place students in suitable careers. (See "Preparation and Placement," pages 183-194.)

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